DOCUMENT RESUME

ED 023 217 EC 002 589

Hampshire Country School Staff Commitments.

Hampshire Country School, Rindge, N.H.
Pub Date 66
Note -82p.
EDRS Price MF -$0.50 HC -$4.20
Descriptors -Behavior Standards, Contracts, *Emotionally Disturbed, *Exceptional Child Education, *Gifted, *Personnel, Program Administration, Program Descriptions, Residential Schools, Specifications, *Standards, Student Behavior, Teacher Qualifications, Teacher Responsibility

Intended for professional personnel of the Hampshire Country School, which treats gifted children with immobilizing emotional dysfunctions, the handbook specifies staff commitments. The Code of Ethics, adapted from the National Education Association Code as supplemented by The Council for Exceptional Children, sets forth four principles: commitment to the student, to the community, to the profession, and to professional employment practices. A conceptual framework of the school program outlines the rationale of administrative organization and practices, houseparenting, coeducation, extracurricular activities, and the interdependence of specific areas and the totality of the therapeutic community. Qualifications of staff are discussed, and the following are provided: a manual listing rules and regulations, a policy statement on student smoking, and an employee copy of the school contract. (JD)

HAMPSHIRE COUNTRY SCHOOL

STAFF COMMITMENTS

EC 002 589

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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HAMPSHIRE COUNTRY SCHOOL

STAFF COMMITMENTS

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HAMPSHIRE COUNTRY SCHOOL

CODE OF ETHICS

NEA - CEC - HCS

THE NEA-CEC-HCS CODE OF ETHICS

INTERPRETING THE CODE OF ETHICS OF THE EDUCATION PROFESSION FOR PROFESSIONAL PERSONNEL WORKING WITH EXCEPTIONAL CHILDREN AND YOUTH AND ESPECIALLY WITH THE CHILDREN AND YOUTH OF HAMPSHIRE COUNTRY SCHOOL

Hampshire Country School adopts the Code of the NEA as supplemented by the CEC and further supplemented by Hampshire Country School. Violation of this code shall constitute grounds for dismissal from the employment by Hampshire Country School.

> **Section 11. Adherence to the Code of Ethics adopted by the Association shall be a condition of membership. The Committee on Professional Ethics shall after due notice and hearing have power to censure, suspend, or expel any member for violation of the Code subject to review by the Executive Committee. A member may within sixty days after a decision by the Ethics Committee file an appeal of the decision with the Executive Secretary.**

Organization. The format of this paper includes: (a) the statements of commitments (preceded by a vertical line) and the sections (in italics) which constitute the Code of Ethics of the Education Profession (NEA, 1963a); (b) the interpretations of the sections (NEA, 1963b) which immediately follow each section; and (c) a supplementary statement, entered parenthetically, when it is felt appropriate in relation to educators of exceptional children. Also, (d) supplementary statements—adding to or further elaborating or emphasizing interpretations by the NEA and the CEC—which have special significance for the education, therapy, and treatment of the gifted but emotionally disturbed children of Hampshire Country School. (Preceded and followed by asterisks.)

PRINCIPLE I—*Commitment to the Student*

We measure success by the progress of each student toward achievement of his maximum potential. We therefore work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. We recognize the importance of cooperative relationships with other community institutions, especially the home.

In fulfilling our obligations to the student, we—

1. *Deal justly and considerately with each student.*

Ethics relates to acceptable behavior on the part of members of the profession. This is distinct from competence, which consists of the knowledge, skills, and attitudes which are applied to the work of the practitioner. The distinguishing factor is, essentially, overt behavior. Although the ability to deal justly and considerately with each student has much to do with competency, certain responses to classroom situations may have ethical overtones. For example, it would not be ethical to punish an entire class for the misdemeanor of one unidentified student. The intent of Principle I, Section 1, is to set forth the obligation of each educator to deal with each student on his merits as an individual.

*RESPONSIBILITY FOR CUSTODY

We believe in the maximum staff commitment, both individual and corporate, to the full responsibility of custody for our developing children—promoting, fostering, and protecting the physical, mental, and spiritual well-being of those entrusted to our care, avoiding favoritism and supporting the good of the total community above the desires of the individual student.*

2. *Encourage the student to study varying points of view and respect his right to form his own judgment.*

Education by its very nature implies change, which cannot be made without some degree of tension and conflict. To avoid tension and conflict simply as a means of placating minority groups within a community is not sufficient grounds for denying students the opportunity to study many points of view and to develop independent judgment.

(An objective of the educational process is to help the exceptional child become capable of making decisions for himself. This commitment poses a special challenge to the teacher of children whose handicaps create an unavoidable dependency status or limited capacity for judgment.)

3. *Withhold confidential information about a student or his home unless we deem that its release serves professional purposes, benefits the student, or is required by law.*

This section has important overtones related to discussions that may be carried on in teachers' lounges or lunchrooms. Educators often talk "shop" with colleagues, which occasionally will include discussions about students. The teacher has a professional obligation to ensure that such discussions do not reveal confidential information gained as a result of the teacher-student relationship. On the other hand, it is well recognized that there are times when it is important, for clinical purposes, for one educator to consult another in order to understand better the background of particular students for whom he is responsible. Such consultations should be conducted in an appropriate place and under proper circumstances so that the purpose is unquestionable.

(The educator of exceptional children is frequently provided with legal, medical, psychological, social, and/or educational information supplemented with personal information about the child and his family. Information of this nature is considered confidential and not to be shared with others unless, as stated above, "...its release serves professional purposes, benefits the student, or is required by law." Such information should be revealed only to appropriate persons and in a judicious manner.)

*CONFIDENTIALITY

We recognize that since information of a sensitive nature concerning our children may be widely disseminated among us, through staff conference or other conversations of any nature whatsoever, we are obliged to keep such information in strictest confidence.*

*RESPONSIBILITY OF "KNOWING"

We recognize our obligation to report, to the pertinent authorities only, the noteworthy behavior of any child, limiting such reports to factual and objective, rather than subjective or psychological, statements.*

4. *Make discreet use of available information about the student.*

Education as a process involves many people and the collection of much information in various forms about a student. Each member of the professional staff has a responsibility to the student to use all pertinent information that is available. The NEA Committee recognizes that such information has varying degrees of usefulness. However, to make no effort to utilize such information and to fail to evaluate it properly constitutes dereliction of responsibility to the student.

5. *Conduct conferences with or concerning students in an appropriate place and manner.*

Certain parent-teacher meetings during the year are designed to clarify the general educational program conducted by the school. Occasionally a parent will attempt to divert the discussion to the specific problems of one youngster. This constitutes neither the proper time nor the place for this type of consultation. In such instances it is best that the educator simply suggest that the concerned parent should set up an appointment where the problems of the individual student can be explored in greater depth.

6. *Refrain from commenting unprofessionally about a student or his home.*

The teacher has an obligation to respect each student as an individual. Constant derision or undermining of confidence has long been repudiated as a teaching technique. On the other hand, occasional cajoling or mild sarcasm is by no means prohibited. The criterion to bear in mind is that learning can sometimes be a difficult process, but this does not justify remarks which extend far beyond the immediate learning task to the extent of destroying student confidence and morale.

7. *Avoid exploiting our professional relationship with any student.*

The key word in this section is *exploiting* as used in a negative sense. An educator who claims sole credit for the achievement of his students in order to advance his own interests professionally is engaging in an undesirable form of exploitation. An extreme example would be the college professor who publishes a manuscript based on research performed by his students without giving public recognition to the substantial contributions of the students. Certainly an educator should not approach either students over whom he has jurisdiction or their parents for the purpose of making any kind of sale from which the educator would profit. Although there is proper intent on the part of the educator, the damage is done if a patron even suspects that the educator is exploiting his position.

(The educator of exceptional children should be extremely sensitive to his complex relationship with the child to the end that this relationship always serves the best interests of the child.)

8. *Tutor only in accordance with officially approved policies.*

Educators are hired by public or private institutions, and their salaries are paid with the implicit understanding that they will provide their students with specific learning skills. When a parent resorts to the use of paid tutors in addition to the regular educational program, there is always the possibility of the implication arising that the regular teacher is failing to do his proper work. Another unfavorable connotation is the question of whether students who employ tutors might be receiving favorable treatment from teachers because of the monetary relationship between the home and the teacher. On the other hand, parents sometimes expect and want their children to receive additional help from trained professional personnel. Probably this latter expectation occurs most frequently in the field of private instruction in instrumental music. Tutoring may have beneficial or detrimental side effects. To control the situation and to protect the profession's reputation, tutoring may be condoned when it is conducted under careful supervision. The board of education, because of its contractual relationship with educators, may, if it chooses to do so, suggest standards regarding tutoring. Such policies may extend from prohibiting tutoring altogether to permitting the practice under carefully controlled circumstances. Where the board has failed to act, the administration or the local professional association may adopt standards designed to protect the best interests of the public and the profession. Certainly the local association has an obligation to provide guidelines where the board or administration has for any reason failed to adopt a firm position regarding the practice of tutoring. Good practice under most circumstances dictates that teachers will not tutor for pay pupils in their own classes.

(The educator sometimes possesses specific competencies and skills which may involve him in a service relationship with his students outside the school environs in a way which is closely related to his professional school responsibilities but which is beyond the actual responsibilities of his position in the school. There is a critical question as to whether this educator should feel either obligated or free to offer such service for personal gain. If the service is one that is beyond the school responsibilities of the educator and is offered essentially through an agency, which in turn employs the educator, there should be no question of ethical behavior. Where an educator engages in private practice, extreme caution must prevail in accepting a client if there is any question that the service was solicited because of a relationship with the public school system.

Frequently, achievement and success in school are the only criteria employed to assess the progress of the exceptional child. A disabling condition that directly or indirectly affects an exceptional child's rate or extent of school achievement may be misunderstood by his parents. In such cases parent education and guidance are of greater importance than student tutoring.

The member in private practice must not advertise. It is permissable only to employ a business card or similar announcement, and to list one's name, highest academic degree, services, and location in the classified section of the telephone directory. The name of the Council should not be used in such announcements.

Personal gain for the educator should not enter into the determination of referral procedures.)

9. *Inform appropriate individuals and agencies of the student's educational needs and assist in providing an understanding of his educational experiences.*

Education is an extremely important part—but only a part—of a student's total environment. To be effective it must be coordinated with other aspects of the student's life. Thus educators have the obligation to attempt to provide others including, when the occasion arises, such agencies as the juvenile courts and social welfare personnel with an understanding of successes, failures, and needs of individual students. To refuse to cooperate or to make no effort to work with others who are intimately concerned with the progress of a student would be considered a breach of professional ethics. Obviously, this also covers the responsibility of the professional staff to cooperate with one another in seeking to resolve the problems of students.

(The knowledges, competencies, and skills of many disciplines must be coordinated and utilized in the development of an effective and total program for exceptional children. The withholding of pertinent personal and professional information within the educational structure is considered a breach of professional ethics detrimental to the progress and development of the child. Educators must encourage medical, psychological, rehabilitation, welfare, and other related personnel to exchange information and services when such exchange will enhance the welfare and education of the exceptional child. There is a moral obligation for educators to take the initiative in making available to appropriate professional individuals and agencies information which has not been requested but is important to the welfare of the child.)

10. *Seek constantly to improve learning facilities and opportunities.*

All educators have the responsibility for improving facilities. The teacher or administrator who is satisfied with the status quo and finds it easier to please the board and others by not striving for improved facilities places himself in a questionable position. An educator who is leaving a system may find it burdensome to devote time and energy to ordering the educational materials which will be necessary for the teacher coming to replace him. This lack of concern promises not only to work a hardship on the new teacher, but also to interfere with the orderly educational progress of the students the following year.

(The learning needs and abilities of exceptional children, as of all children, are constantly changing. There can be no satisfactory single program or approach for a given exceptionality. The educator should be able to recognize the need for change and be ready to introduce and implement such change in the interest of improving or strengthening a program.

Implicit in the concept of change is the recognition of the need for research. Research data are not exclusively the private possession of the researcher but should be shared when requested.)

PRINCIPLE II—*Commitment to the Community*

We believe that patriotism in its highest form requires dedication to the principles of our democratic heritage. We share with all other citizens the responsibility for the development of sound public policy. As educators, we are particularly accountable for participating in the development of educational programs and policies and for interpreting them to the public.

In fulfilling our obligations to the community, we—

1. *Share the responsibility for improving the educational opportunities for all.*

Although the superintendent as the chief executive officer of the school board is most closely connected with the public relations program of the schools, every member of the staff has an obligation that extends far beyond the immediate students within his or her classroom. Improved instruction will be enhanced by improved public understanding of the educational program. The educator who refuses to recognize any obligation for promoting public understanding of the educational program is undermining the total program of the profession.

(The educator of exceptional children should promote community awareness concerning the benefits and limitations of existing special education services. In so doing, the educator should be specific regarding the concepts on which the particular educational practices are based and report objectively and accurately only that information which can be factually supported. Further, he should help guide the community to any needed action, including appropriate sharing of information and services with local public and private agencies whenever this will serve the interests and welfare of the exceptional child.)

*DEFERENCE TO PARENTS

We acknowledge that a parent-surrogate (and all other staff members) is dealing with children who have older and stronger filial ties: WE RECOGNIZE, therefore, the intrinsic merit of extending every possible courtesy, consistent with the integrity of school policies, positions, and personnel, to the natural parents or guardians of our children.*

*PROTOCOL

We acknowledge the protocol necessary to the good order of our total community, as set forth in the Conceptual Framework and elsewhere, and we pledge our active support of its principles concerning the mutual respect of our various spheres of influence and responsibility.*

2. *Recognize that each educational institution may have a person authorized to interpret its official policies.*

The governing board of an educational institution that employs full-time professional personnel normally designates its executive officer as the official spokesman of the institution. Other professional personnel have an obligation to ensure that public statements by them as individuals are not construed by the public to represent official policy statements of the institution.

3. *Acknowledge the right and responsibility of the public to participate in the formulation of educational policy.*

One of the major contributors to friction between the public and the profession is a failure to delineate their respective roles. Since it is the public that bears the cost of education, the profession must recognize that the public has a basic right and responsibility to formulate, through recognized legislative processes, the goals of the program. The duty of the profession is then to transform these goals into specific action programs. To deny or repudiate the role of the public may work serious injury on the interests of the entire profession. The profession does have the obligation to offer critical guidance in the formulation of public policy regarding education.

4. *Evaluate through appropriate professional procedures conditions within a district or institution of learning, make known serious deficiences, and take any action deemed necessary and proper.*

This section is the basis for the recent development of professional sanctions. Where educational policy and practice is allowed to deteriorate to a substandard level, the profession has an obligation to the public to make known these conditions. Only as the public is kept intelligently informed can the public be expected to take remedial action when necessary. No single individual should undertake this responsibility alone. Rather, proper professional channels should be utilized, and only after all else has failed should the case be taken to the public.

5. *Use educational facilities for intended purposes consistent with applicable policy, law, and regulation.*

Education implies a great deal of responsibility and trust placed in each member of the profession by the employing board. On occasion this will entail providing large amounts of capital equipment for the benefit of the instructor in his relationship with the student. To use such equipment for personal purposes is a breach of confidence which, when brought to public attention, is bound to place the entire profession in a questionable light.

6. *Assume full political and citizenship responsibilities, but refrain from exploiting the institutional privileges of our professional positions to promote political candidates or partisan activities.*

Fear of misuse of political power and authority by federal government employees prompted the passage of the Hatch Act. This restricts federal government employees on Civil Service status from participating in the campaigns or activities of national political parties in any leadership capacity. Although teachers working for the federal government are specifically excluded from the provisions of the Hatch Act, misuse of public facilities, time, materials, or public funds provided to educators in order to carry out their responsibilities to students promises to invite similar repercussions. On the other hand, events in the political arena are of critical importance to every member of the education profession. Therefore, it is incumbent upon members of the profession to make every effort to play an active and, if possible, a leadership role in the political life of the community, but to avoid exploiting either their position or their institutional privileges.

(It is important to play an active and, if possible, a leadership role in the political life of the community. However, an individual must avoid exploiting his relationships with the exceptional children with whom he works, or using his professional background or the professional organization with which he is affiliated to promote his own private political interests and personal aggrandizement. If an individual engages in any political activity, it must be clearly and publicly emphasized that he represents himself, not his professional organization, and if he publicly engages in a citizenship activity with or without invitation by public officials, he should still represent only himself and not his professional organization, except when he may be duly appointed to serve as its spokesman.)

7. *Protect the educational program against undesirable infringement.*

A number of community activities are generally regarded as wholesome and beneficial, e.g., the community library program, the community recreation program, and such organizations as the Boy Scouts and Girl Scouts. On the other hand, there are many organizations which bring heavy pressure to bear upon the schools to insert their point of view and bias upon the educational program.

Educators, particularly superintendents, have an obligation to resist all such pressures unless there is a clear indication that the end product is clearly in the best interests of the educational program. Specific decisions as to whether an activity is an infringement will often be a matter of judgment rather than ethics. However, frequent and repeated use of the school program to promote the concept or interest of one specific organization or group within a community would raise a question of the propriety and integrity of the education program and, in turn, the ethics of the educator involved.

(Lack of attention to a problem of undesirable infringement is in essence an endorsement of the infringement. It is the responsibility of the educator to be specific in communicating information regarding the programs offered for exceptional children and to clarify the concepts on which sound educational practices are based.

The competency of the educator must be recognized by the community, and the responsibility for the educational program of the exceptional child must be assumed by qualified professional educators.

The educator should not become involved in distorted public relations for the purpose of obtaining funds and recognition, even though such action may appear to be directly related to the welfare of the child.)

PRINCIPLE III—*Commitment to the Profession*

We believe that the quality of the services of the education profession directly influences the future of the nation and its citizens. We therefore exert every effort to raise educational standards, to improve our service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. Aware of the value of united effort, we contribute actively to the support, planning, and programs of our professional organizations.

*THE RESPONSIBILITY OF THE STAFF MEMBER TO HIMSELF AND TO HIS PROFESSION

The professional, that is, he who is more interested in his work than in its status or remuneration—the amateur quintessentially—is the one who subscribes to the journals of his profession, becomes an active member in its organizations, participates in the activities of its committees, and contributes to its publications. He has a deep understanding of professional attitudes.

He maintains the proper professional relationships with his patients, patrons, parents, clients, and anyone else whom he serves. He makes a personal commitment to activities in his field, giving his all and stinting not at all—though he knows when to say "No" in order to protect his health, and he has a fine sense of the balance between scope and depth so that he becomes neither dilletante nor pedant.

He is sensitive to the courtesies, deferences, and protocols inherent in the professions directly or indirectly concerned with the responsibilities by which he is confronted.

In fulfilling our obligations to the profession, we—

1. *Recognize that a profession must accept responsibility for the conduct of its members and understand that our own conduct may be regarded as representative.*

Each educator has a responsibility to conduct himself in a manner that will gain respect for the profession. The sections of the Code are designed to clarify the accepted standards of behavior on the part of each practitioner. The Code does not attempt to define either standards of competence or standards of personal morality. In the latter respect, the profession recognizes that acceptable standards of personal morality vary widely by individuals and communities. However, there is a point when the personal morality of one educator may deteriorate to such an extent as to bring the entire profession into disrepute. It is expected that local association committees responsible for providing guidance about the Code will assume the initiative in developing statements that will serve as a guide to community mores and expectations of its educators.

2. *Participate and conduct ourselves in a responsible manner in the development and implementation of policies affecting education.*

Members of the profession have increasingly asked for and in many instances received an ever recognized voice in discussions leading to the determination of policies that affect the work of educators. At the same time, they are obligated to respect the intent of such policies so as not to impede further efforts to secure freedom in the exercise of professional judgment. Misuse of sick-leave time is an example of an action which would serve to undermine public trust in the integrity of the profession. In addition, members of the profession recognize that they have a responsibility to ensure that demands placed upon the governing boards of educational institutions and the supporting communities are reasonable in character.

3. *Cooperate in the selective recruitment of prospective teachers and in the orientation of student teachers, interns, and those colleagues new to their positions.*

The basic quality of the profession is determined by those who enter it. The profession must recruit its share of the gifted and talented students if it is to improve its quality and its image. Classroom teachers can represent a positive force in this process of upgrading by encouraging able students to consider education as a career. All educators can do much to ensure that good teachers make a career of education by assisting positively in the processes of recruitment and selection. Finally, it should be noted that personnel administrators have a positive obligation to check references of prospective educators in order to guard against allowing the clearly unqualified to enter the ranks of the profession.

(Experience suggests that certain children work more effectively with some educators than they do with others. In the process of selective recruitment, assignment, supervision, and evaluation of educators of exceptional children, it is essential that attention be paid to compatible characteristics in personality, the motivations of the teacher with respect to his professional selection, and his attitude toward exceptional children.)

*PERSONAL INTEGRITY

We believe in the inherent dignity of all staff colleagues, not only by virute of their positions but also as persons--regardless of age, background, or rank. Further, WE RECOGNIZE our deep and sincere obligation to protect the personal integrity of these colleagues by giving them every consideration we might hope they would give us. *

*PERSONAL CONFLICT

We recognize that any and all manifestations of personal differences between staff members should be confined to the principals themselves, and that every effort should be made to keep any evidence of discord beyond the range of the perception of the children or any other third party. *

*IDENTIFICATION MODEL

We believe in the value of maintaining a pattern of personal behavior of the highest order, so that it may serve as an appropriate identification model for our children. *

4. *Accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities and support them when unjustly accused or mistreated.*

In most educational programs, it is almost inevitable that some educator at some time is attacked by either patrons or the community. Despite heavy pressures, the educator's colleagues have an obligation to support him until such time as he is either vindicated or proven guilty of unprofessional conduct. By the same standards, no member of the profession has a right to deny any other member his professional rights or responsibilities for arbitrary or capricious reasons such as discrimination.

5. *Refrain from assigning professional duties to nonprofessional personnel when such assignment is not in the best interest of the student.*

The educator who requests a custodian to supervise a class in effect places the custodian in a position of acting as a professional. This places both the custodian and the students in an unfair position. Such an occurrence is indicative to both the community and the students involved that the services of a professionally trained educator are not needed. This only serves to undermine the profession, which insists that students should be served by professionally trained educators. This, however, is quite different from duly authorized programs such as those involving the use of lay persons to relieve professional personnel of clerical duties. If a question arises concerning the propriety of assigning professional tasks to uncertified persons, consultation with the professional association is in order *before* the assignment is made.

(The educator of exceptional children should recognize the areas of activity and responsibility which are compatible with his professional training, qualifications, and competence. He should accept only appropriate assignments and be alert to situations where his interests may encourage his involvement in services and assumption of responsibilities beyond those for which he is qualified.

There are many coercive pressures and legal mandates to provide special education services. Regardless of these pressures and mandates, staffing of a program with nonprofessional and incompetent personnel is deemed inadvisable. The role of the administrator in recruiting qualified staff prior to initiating new programs becomes crucial.

It should be recognized that the impact and effectiveness of professionally prepared personnel may be extended by the provision of semiprofessional assistants. When such assistance is supplied, the obligation to assure that the assistant is not assigned responsibilities beyond his competence remains with the fully qualified person.)

*THE RESPONSIBILITY BETWEEN ADMINISTRATION & STAFF

We recognize the exigency of the interdependence of administration and staff (This includes, of course, consultants, collaborating professionals and agencies, and relatives.) and pledge our active support of its promulgation and maintenance.

We believe it incumbent on the administration to define as clearly as possible the spheres of influence to be assumed by each staff member, so that the basis for respect may be established at the outset for the new arrival.

Concomitantly, we recognize that the spirit of the amateur which is essential to the high level of professional creativity to which we are committed would be vitiated if we were to emulate the job specifications of the professional laborer. (See III-3.)

We believe it incumbent on the staff to preserve and protect school property in every possible way.

We recognize the necessity for the unequivocal endorsement of, and commitment to, school regulations and policies, which, in turn, are designed to preserve the harmonious elements introduced by the director and founder. (These elements concern values, tastes, and standards of excellence, and are implicit, rather than explicit, in The Manual.)

We subscribe to the practice that, except in situations calling for immediate action, courtesy requires that notice be given of the intention to terminate employment. *

6. *Provide, upon request, a statement of specific reason for administrative recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.*

This is designed to provide persons within the profession who presumably are not rendering satisfactory service with the opportunity to know specifically what the difficulties are. A member of the profession deserves every opportunity to know why his work is so unsatisfactory as to have caused an adverse administrative recommendation. Ideally, counseling should precede the formal action so that the educator either has the opportunity to correct the difficulty or, at least, is aware of the reasons for the action.

7. *Refrain from exerting undue influence based on the authority of our positions in the determination of professional decisions by colleagues.*

Accepted school philosophy places a great emphasis upon the development and use of democratic procedures. This means that an educator should use the authority which has been granted to him to make decisions. When a professional decision is clearly within the assigned responsibility of one educator, it is improper for someone else to use the authority of his position to exert undue influence on the outcome.

8. *Keep the trust under which confidential information is exchanged.*

This section is concerned not only with the fact that information of a confidential nature should be given only to others in the profession who have a direct concern with the problem, but also that those who receive information have an equal obligation to respect the confidential conditions under which the original information was given.

9. *Make appropriate use of time granted for professional purposes.*

Attendance at a specific meeting may not be the only way in which this condition may be fulfilled. Members of the profession should bear in mind that self-improvement and quality of service are two distinguishing features of a profession. Where the lay public is sufficiently enlightened to recognize need for improvement and to grant time for such professional purposes, members of the profession are obligated to respect the privilege. Flagrant abuse by a few individuals not only undermines the respect for the entire profession, but also raises the possibility that such privileges may be rescinded.

10. *Interpret and use the writings of others and the findings of educational research with intellectual honesty.*

As educational research comes to play an increasingly important role in the profession, it is essential for educators to maintain their intellectual integrity. The two foremost areas of concern are plagiarism and violation of copyright. The American Educational Research Association found it necessary to drop a member who totally misused research data as a basis for drawing unrelated conclusions.

11. *Maintain our integrity when dissenting by basing our public criticism of education on valid assumptions as established by careful evaluation of facts or hypotheses.*

The education profession stands in constant need of criticism if progress is to be made. Such criticism, directed at programs and ideas, differs vastly from destructive criticism of individual colleagues based on gossip and rumor. The latter is negative and undesirable, while the former is entirely welcome. Those among us who are involved with institutions of higher education regard it as a professional right to criticize the status quo in education. Not all such attacks may be totally correct, but it is important to distinguish between constructive criticism of this nature and niggling criticism aimed at a professional colleague or institution.

12. *Represent honestly our professional qualifications and identify ourselves only with reputable educational institutions.*

Educators above all have an obligation to maintain and promote academic integrity. In some instances salary increments have been sought for advanced degrees obtained from "degree mills." Each member of the profession has an obligation to see to it that he does not further the interest of degree mills by patronizing or recognizing them.

13. *Respond accurately to requests for evaluations of colleagues seeking professional positions.*

A great deal of weight is attached to references provided by former employers. Some instances have come to light when a school district has sought to retain the services of an individual by providing other prospective employers with poor references. This is no better than the practice of giving good references in order to persuade a weak teacher to leave a particular district. In both instances, such conduct is detrimental to the best interests of all in the profession.

14. *Provide applicants seeking information about a position with an honest description of the assignment, the conditions of work, and related matters.*

A candidate for a position should be made aware of both the strengths and weaknesses of the educational program of the district and about the specific position to which he will be assigned. In large districts where many teachers are hired each year even before specific vacancies are known, the information must of necessity be more general in nature.

PRINCIPLE IV — *Commitment to Professional Employment Practices*

We regard the employment agreement as a solemn pledge to be executed both in spirit and in fact in a manner consistent with the highest ideals of professional service. Sound professional personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect.

In fulfilling our obligations to professional employment practices, we—

1. *Apply for or offer a position on the basis of professional and legal qualifications.*

This does not specify that professional and legal qualifications should be the only basis of employment, but rather that such qualifications should be foremost. When all other conditions are equal, personality traits, for example, may be the determining factor. A person who has no qualifications for a particular specialized position should not make an application for it. An administrator should not recommend the advancement of a candidate for a position for which he is clearly not qualified by experience or training.

(Any position that involves either educational or therapeutic services to exceptional children should not be offered, assigned, or accepted unless based on professional and legal qualifications.)

2. *Apply for a specific position only when it is known to be vacant and refrain from such practices as underbidding or commenting adversely about other candidates.*

The key word here is *specific*. There is nothing wrong with writing to a district to inquire about vacancies in general. No administrator should attempt to secure a position on the grounds that he will accept less salary than other candidates. Neither should a candidate even imply that another candidate may be less suitable or have any undesirable qualifications.

(As in the case of administrators, no special educator should attempt to secure a position on the grounds that he will accept less salary or other tangible considerations than competing candidates who have comparable or equivalent professional education and experience in the area concerned. Neither should he imply that a competitor for a position possesses less suitable qualifications.)

3. *Fill no vacancy except where the terms, conditions, policies, and practices permit the exercise of our professional judgment and skill and where a climate conducive to professional service exists.*

All members of the profession have a moral obligation to be concerned about professional working conditions. Educators should exercise caution in accepting a position in a school or educational institution where the possibility of the application of professional sanctions has been publicly expressed by a recognized agency of the profession, and they should certainly respect sanctions that have already been imposed.

4. *Adhere to the conditions of a contract or to the terms of an appointment until either has been terminated legally or by mutual consent.*

Every member of the profession has an obligation to promote the best interests and welfare of others in the profession. Where possible, an administrator will not obstruct the possibility of professional advancement simply because a contract has been signed; however, he does have an obligation to protect the best interests of students in his care. Administrators should not be expected to grant releases from contracts when such action will jeopardize the instructional program. Under normal circumstances a month to 45 days should be sufficient notice to secure a replacement. Because of varying conditions, including existing laws and state customs, each such case should be determined on the specific facts involved.

(In the recruitment of personnel, the recruiting administrator should give advance notice of intent to the proper officials of the institution or agency presently holding the prospective candidate's contract.

Where an employer willfully and knowingly recruits a prospective employee without due consideration for prior contractual commitments, the employer's act is considered inappropriate and subject to whatever sanctions can be applied.

The practice of making frequent change of positions for personal gain rather than professional commitment is considered detrimental to the profession.)

5. *Give prompt notice of any change in availability of service, in status of applications, or in change in position.*

When an educator accepts a position, he has an obligation to notify all other districts where he has applied that he is no longer available for immediate service. By the same token, the administrator has an obligation to notify applicants when their applications are no longer under consideration. There is a distinct difference in the interpretation of what constitutes prompt notice between a case involving emergency changes in staffing and one involving long-term planning and assignment. The specific facts in each case must determine the interpretation.

6. *Conduct professional business through the recognized educational and professional channels.*

School districts universally recognize the traditional administrative procedures for the conduct of professional business. It is perfectly proper for an educator to seek to resolve professional problems through channels provided by the local professional association. The vast majority, if not all, such problems can thus find resolution within the professional staff. If an educator has exhausted all available procedures, it is proper for him to present the problem directly to the governing board. Only after this step fails should an educator consider taking the problem to the public. Professional courtesy dictates that educators notify the superintendent in advance of going before the board of education; it is not necessary to secure the superintendent's permission to do so.

7. *Accept no gratuities or gifts of significance that might influence our judgment in the exercise of our professional duties.*

This section states a principle that may vary in its specific application based on the circumstances. No gift should be accepted which may even invite suspicion that the educator's integrity is compromised. Certainly, educators should not solicit gifts. However, there is a recognized learning value when a primary child takes the traditional "apple for the teacher." A complete ban on gifts simply is not practicable. Local associations are well advised to attempt to provide more specific guides.

8. *Engage in no outside employment that will impair the effectiveness of our professional service and permit no commercial exploitation of our professional position.*

The first clause does not prohibit all outside employment to members of the profession. It does, however, set forth the principle that such employment should not detract from the performance of our primary obligation. The second clause prohibits use of prestige earned through association with the profession being loaned to private interests for commercial exploitation. On the other hand, it is perfectly all right for a teacher to work part time for private interests where his talents as a teacher may be of value. This section, for example, does not prohibit the sale of educational materials by educators as long as parents of students in the attendance area are not solicited.

We recognize that no institution can function effectively without a clear understanding of the complex and manifold relations involved, and further, that such understanding is largely dependent on the cheerful acceptance of personal responsibilities which are the corollary of these relations. Further, we recognize that at Hampshire Country School this understanding is dependent in part on a grasp of the Conceptual Framework of Hampshire Country School as stated in this volume.

We further recognize that the impact of a staff member on the program of Hampshire Country School is linked to the six criteria which are enumerated and interpreted above under Criteria for Evaluating Qualifications of an H.C.S. Staff Member.

Conceptual Framework
of
Hampshire Country School Program
Fundamentals of Viewpoints, Policies, and Practices
(Not a Manual)

Conceptual Framework
of
Hampshire Country School Program

Fundamentals of Viewpoints, Policies, and Practices

(Not a Manual)

TABLE OF CONTENTS

Page

FOREWORD I

INTRODUCTION II
  Community; Neighborhood; Institution; Family; Extended Family; A New Model Required.

RATIONALE OF ORGANIZATION AND PRACTICES OF HAMPSHIRE COUNTRY SCHOOL 1

  ORGANIZATIONAL STRUCTURE 2
    Traditional Organization Chart
    Hampshire Country School Organization Chart

  GUIDING CRITERIA 4
    Respect, the Basis of Control; Sphere of Influence Respected; Local Control; Responsibility Never Abandoned; Confidential Information; The Hostess; Traditions; Director **in Loco Parentis;** Director as "Keeper of the Gate;" Conservation; Clinicians not Administrative.

  COMMUNICATIONS (Administration & Staff) 5
    Organizational Chart & Key

  CONCERNING THE CODIFICATION OF RULES 7
    Controls; Semantic and Formalistic Limitations of Stated Principles; Allowance for Differences; Functional Regulations

HOUSE-PARENTING: JOB OR PROFESSION? 10

  THE CHALLENGE OF HOUSE-PARENTING

  HISTORICAL ANTECEDENTS OF ATTITUDES TOWARD THE RESPONSIBILITIES OF HOUSE-PARENTING

  IMPORTANCE OF AUTONOMOUS HOME LIFE IN RESIDENTIAL THERAPY

  DIRECTIVE, NON-DIRECTIVE, AND IRRESPONSIBLE HOUSE-PARENTS
    Need for the Continuous Review of Practices; Qualifying for the Art of Surrogate Parenting; Mutual Respect of all Participants in Essential in a Treatment Community.

  GENERALLY-ACCEPTED PRACTICES THAT ARE INIMICAL TO THE PROFESSION OF HOUSE-PARENTING
    Parent Images We Should **Not Emulate;** Resistance of These Children to the Parent Role

CO-EDUCATION 19

EXTRA-CURRICULAR ACTIVITIES 20

INTERDEPENDENCE OF SPECIFIC AREAS AND THE TOTALITY OF THE THERAPEUTIC COMMUNITY 23

The Gifted Child

asset

or

liability

FOREWORD

Hampshire Country School is a pilot project for the treatment of gifted children who suffer from immobilizing emotional dysfunction. Since 1949, we have shown that with the aid of our program of residential psychotherapy coupled with a strong academic program and the opportunities for the development of leadership, these gifted children can resolve their difficulties and proceed to high achievement levels in first-rate schools and colleges. The remarkable successes of the limited number who have come to us, and an increasing number of applicants, prompts us now to expand our services.

Gifted children today are entering a world of summoning opportunities and concomitant duties that require them to stretch their talents to the utmost. Their future depends upon how well we guide the unfolding of these talents.

Congress, industry, and the public have awakened to the critical importance of this limited but precious national resource. Yet, in an era of enlightened education, we continue to miss out on the positive contributions possible from gifted children, many of whom, because of the affliction of overwhelming emotional stresses, are being disqualified from competition. Inadequately or inexpertly guided, their lives may be frittered away in a meaningless existence; they may even become subjects for closed-ward treatment. Without effective help, they all too often become wasteful burdens and malignant liabilities to society; with intelligent help, their conquest of their stresses becomes part of their strength. They may then qualify for the educational opportunities, including scholarships, that are available to the talented youth who are so critically needed.

Help to a gifted but emotionally-scarred child can make it possible for him to develop his talents and perhaps contribute notably to society; but society has made no provision for the fiscal support of his treatment. If his parents have the means and can find effective services, such a child may mature into a well-educated and useful citizen; if not, aid from an already over-extended welfare agency is possible, but rare. In either case, appropriate facilities are almost non-existent.

Our children live in small family units which provide the necessary acceptance and encouragement to social responsiveness. The entire school is similar to a large family in its cohesiveness, low-pressure discipline, and atmosphere of understanding. In this setting, withdrawn and defensive children become amenable to effective therapeutic contacts.

At Hampshire Country School formal psychotherapy and a rich academic program are complemented by meaningful activities including arts and crafts, dramatics, photography, printing, farming, 4-H, and pre-engineering activities. A dynamic physical fitness program is offered in camp, sports, and other imaginative recreation on our 1900 acres of woods, fields, lakes, and mountains.

These children are not physically neglected. Yet we must mention their suffering: they suffer more than less perceptive children with similar backgrounds. Usually they develop greater perceptivity, more compassion, social responsibility, and fortitude than equally well-endowed children who ostensibly have been free from emotional upset. Later, they may qualify for academic honors from other schools and are then able to expand the benefits of their native abilities and experiences. The subsequent records of many of these young people are truly phenomenal.

INTRODUCTION

The text of the Conceptual Framework of the Hampshire Country School program will include a variety of images, constructs; or models: a community or therapeutic community; a family or expanded family; a rural neighborhood, a "bedroom" community; an exurban family community; an institution.

Which of these or other models is assumed by a staff member determines to a considerable extent the reasonable expectations of rewarding success. It is well-nigh impossible to discover which model or amalgam of models is being assumed by oneself or—even more difficult—by one's colleagues. But this assumption, though concealed, is all important, for it provides the premises for every decision, large or small, that is made within the organization.

If there is a divergence of assumed models among those who influence the policies of an organization, the organizational objectives will be thwarted. In an experimental or pilot program there will be pressures—both internal and external—to achieve immediate goals through the temporary adoption of procedures that have proved successful elsewhere. However, these practices can supplant the long-term design. We can become enamored with the temporary measures just as we can become enamored with a cover crop.

The challenge is to provide the light and nutrition essential to the growth of the plant. Those who cultivate the cover crop will point to its productivity, beauty, grace, efficient design, and luxuriant coverage. Therefore, we must keep a constant vigil to avoid becoming enamored of cover crops.

In preparing this manuscript I am inclined not to write a discourse on organizational models but to offer a few introductory observations to make clear to the reader our conceptualization of our therapeutic program.

A pilot program must have some buoys: seaway is confined until a channel is charted. Analyzation of the effectiveness of a model, consciously or unconsciously assumed, can come only from an interpretation of the results it produces, whether or not they are congruent with the model.

Primitive notions of a family organization reveal images which closely relate to more sophisticated interpretations of the modern family model.

To expect anyone to accept a novel image is comparable to expecting an individual to visualize an image of orange (assuming that he has never seen this color) from his familiarity with red and yellow. To construct a hybrid organizational model from familiar components is no more easy than to mix in the mind a new color from familiar component hues. Only experience can produce a realistically clear and acceptable image.

Satisfying as it would be to present basic concepts intelligibly in an introductory exposition, to do so is obviously impossible. Basic concepts must emerge as products—not combinations—of experience and interpretation.

I am reminded of the examination of a little Chicago girl by a board of experts on dairying. She had answered their questions on feeding, lactation, and so forth. After a lapse of several moments, one examiner asked, "How big is a cow?" Holding her index finger about four and a half inches apart, she answered, "This big." It was—in her book.

In order that the parallels and limitations of the models which are involved for illustrative purposes may be understood, I shall now discuss them in some detail. It will become evident that, although no one adequate model is now available, each model contributes considerably to our understanding. A new model must be evolved and projected.

COMMUNITY

It is tempting to indulge in the phantasy that we are a community. True, we have no department store, corner drugstore, parson, board of selectmen, justice of the peace, health officer, policemen, firemen, bankers, or director of public works. Still, we do perform some of their services, and we do have a farm, chapel, barber shop, snack bar, garage—with road scraper and plow — stand-by generators, recreation areas, reservoirs and water system, several home units, and, of course, the school.

Possibly we are more similar to one of those modern synthetic anomalies known as "bedroom" communities, or some other exurban community. Certainly the word "community" itself is not adequate to suggest a complete model, yet we can draw heavily on community organizations for cues and clues to our program. Some of these guide-line relationships will be suggested in the section on Extra-Curricular Activities

NEIGHBORHOOD

The less comprehensive term "neighborhood" may be more appropriate than "community" for our model image. We approximate the atmosphere of a rural neighborhood with its church, school, and grange. However, our children attend outside churches; our school board members are not local citizens; and our 4-H program lacks the economic and social impetus of a grange.

No, we are not an autonomous neighborhood, though the parallel is closer than with a community, but our concern at the school for the spirit, characteristics, and activities of the neighborhood demands that we examine closely the real thing.

INSTITUTION

Point by point, our corresponding links with an institution model are clear, but the hierarchical characteristics of an institution, though always available for reference, are seldom in evidence at Hampshire Country School: the organizational structure described in the first section, we trust, removes the necessity for their consideration. The result, however, is an organizational model which few would describe as an institution.

FAMILY

Admittedly, a family of whatever size is not a model for the organizational structure of Hampshire Country School; but it is a social unit which promotes nurturance, loyalty, a sense of belonging, and love-with-security—those elements so essential to the heart of normalcy.

A school cannot simulate a family in its organizational structure. The head of a school is not, in fact, the patriarch; nor can he be, any more than the house-parents can be his brothers and sisters or the teachers and recreation leaders his children. Such a pretense would evoke, at best, sibling rivalries, hostilities, and death wishes of the most insidious sort, as well as escapism that is associated with emancipation. Thus the family can be the model for the intrinsic—but not extrinsic—elements of the residential treatment program.

EXTENDED FAMILY

There are civilizations in which all relatives belong to an extended family. Every member of this extended family can call upon other members for support. In some ways this loose organizational structure characterizes Hampshire Country School. The hierarchical characteristics of a patriarchy are limited, but the family ties are strong. At times these family relationships are extended to include natural parents and siblings of the children at the School. This becomes quite evident at Christmas time. The extended family accents the advantages and disadvantages of the family as a model for residential therapy. That is, it places a premium on intrinsic values, but weakens the structure of the model.

A NEW MODEL REQUIRED

Though the community, neighborhood, institution, and family have all been examined as models, we must conclude that none is adequate but that elements from each are eminently acceptable for adaptation into our ________x________ . Our setting cannot be classified, for the necessary descriptive words — if they exist — have not occurred to us. This lack of a familiar model precludes any accurate prediction of the expectations we have of prospective staff members. A new organizational concept — a new model — would expedite our understanding of these needs. But since we draw on all of the established models, we shall use the expression "therapeutic community," or refer to the "family" model, or speak of the "school," when the particular characteristics of each of these units is pertinent to our problem.

But when we refer to ourselves as a "therapeutic community," we are doing so merely to incorporate into our therapeutic program some value or values common to most communities, anticipating that our therapeutic values will be more amply defined. This must not imply that we are adopting some community concept as an ideal **modus operandi** from which we automatically — through some kind of osmosis — derive therapeutic benefits. In fact, we are not, nor do we strive to become, a community, for a community is not an organizational model to be imitated, though it does have great significance to us in its methods of reinforcing and projecting social, cultural, labor, and integrative value systems that are fundamental to mental health. Though our focus is on goals of mental health, we must give attention to the means by which these goals are to be achieved. The danger is that a preoccupation with organizational models might lead to formularized and neatly-packaged administrative principles derived from their operational procedures and practices.

RATIONALE OF ORGANIZATION AND PRACTICES
OF
HAMPSHIRE COUNTRY SCHOOL

Students of Hampshire Country School present a wide variety of problems: academic disabilities, inability to relate to other children, inability to relate to authority figures or to parent figures, limited and confused images of self, and blunted super-egos. Note the use of "limited" rather than "lack of" or "absence of". An effort is made to avoid enrolling those suffering from psychoses, character disorders, or neurological disorders.

Our students need humanizing experiences as the basis for all progress—in academic or life situations and in the maturation of the ego, the libido, and the super-ego.

Such humanizing experiences are brought into focus in the classroom, at assemblies, in chapel exercises, at church, in arts and crafts, in adult occupations such as mechanics, carpentry, and farming, in riding, in sports, and in dancing, at camp, at parties, on trips, and especially in home-like activities. Emotional blocks to the humanizing process are cleared by psychiatric, case-work, and peripatetic therapies.

The humanizing attitudes of Hampshire Country School are expressed in its organizational structure, its style of home life, and in the form of its controls. These organizational facets reveal the interrelationships of administration to staff, staff to staff, staff to student, student to student, and other possible combinations from these groups.

These facets will be described and discussed in the following pages. It will be assumed that the reader's background will provide the systematic philosophical rootings.

A rigid organizational structure will, over a period of time, be selective of staff that needs the security of this kind of regimentation. Hampshire Country School has a more fluid, flexible type of organization. Hopefully, the enlistment of staff will be such as to insure the continued manifestation of creativity, judgment, responsibility, co-operation, compassion for others, the strength to suffer bruised feelings that result from the lack of protocol, the maturity that seeks, accepts, and uses criticism, and the willingness to identify with both the projected structure and the objectives of the project.

If we fail to enlist staff capable of this mature type of functioning, the projected organizational patterns will, of necessity, be contaminated by forms inimical to its basic nature.

ORGANIZATIONAL STRUCTURE

This organizational structure is designed to challenge the capacities of those prepared to develop the field of residential therapy. These exceptional individuals (if, fortunately, they join our ranks) should enjoy a sense of security. Those who have doubts, or who indicate a lack of adequate preparation for the undefinable demands of this most unusual work, will need the advice of administrative personnel as to whether they should make this their life work. Lest the children whom they temporarily influence be adversely affected, they will need to be wet-nursed. The primary goal is to make it possible for those gifted in this work to be productive and to grow.

Security can be achieved in either a hierarchical or a peer type of organization. A hierarchical structure provides security for the beginner, the immature, the dependent, or the conventional person, although the immature person is liable to chafe under it. It thwarts the development of a creative program. Consequently, we assume a high level of personal qualifications in our staff and trust that most of them will accept the challenge of this assumption.

Hampshire Country School is composed of integrated and overlapping spheres—administrative, residential, academic, recreational, and those of the chapel, farm, plant maintenance, research and publication, and clinic. Diagram A illustrates this kind of organization.

In effect, there is some trace of a hierarchy in overlapping spheres; but the amount of autonomy in each spere is greater than would be found at the end of a chain of command. The administration, except for its own specialized activities,* is linked to each sphere by one of the co-directors. Also, committees in which a co-director or consultant exercises leadership links the administrator with the several spheres. In addition, special committees of one or more members may work on research and publications. Each sphere may touch on any other sphere—farm and home, academic and recreational, farm and shop, for examples. There is a continuous dynamic shifting of relationships within the total organism.

It is important that we regard each other as colleagues. The co-directors welcome evidence of leadership and encourage the development of spheres of influence, provided they are based on the ability to actualize dreams which have therapeutic and developmental value rather than on the shifting of arbitrary authorities—traditionally the prerogative of the administration.

For special projects, small and temporary hierarchies will be expedient, and the efforts by those assuming essential responsibilities, to return to normal adjustment without disrupting the total scheme will be appreciated. Such disruption can occur when it is felt that one function takes precedence over another, thereby weakening the more valid concept of their equivalent status.

It is more difficult to set up and maintain this type of organizational structure than it is to establish a line of command. For example, one of the spheres may assert its autonomy by drifting out of the structure. It then collides with and disrupts, or pre-empts, the activities of other spheres. Anarchy results temporarily, but we learn from the experience how to function better as an integrated family community. Also, this type of organization requires superior initiative, organizing ability, and responsibility on the part of each member of the staff. The co-directors frequently subordinate themselves to those who are responsible for a sphere—an anathema to the hierarchy of command but implicitly appropriate in this type of organizational structure.

If a staff member is depended upon to participate in an activity, he must anticipate, accept, and forthrightly exercise the responsibilities that are essential to its success.

Codification of responsibilities tends to departmentalize an activity. Such codification might seem helpful to new staff members; actually, it creates the impression that institutional gimmicks define responsibilities. The outcome is dependency on, and further elaboration and definition of, those specific responsibilities which should be voluntarily and cooperatively undertaken and shared.

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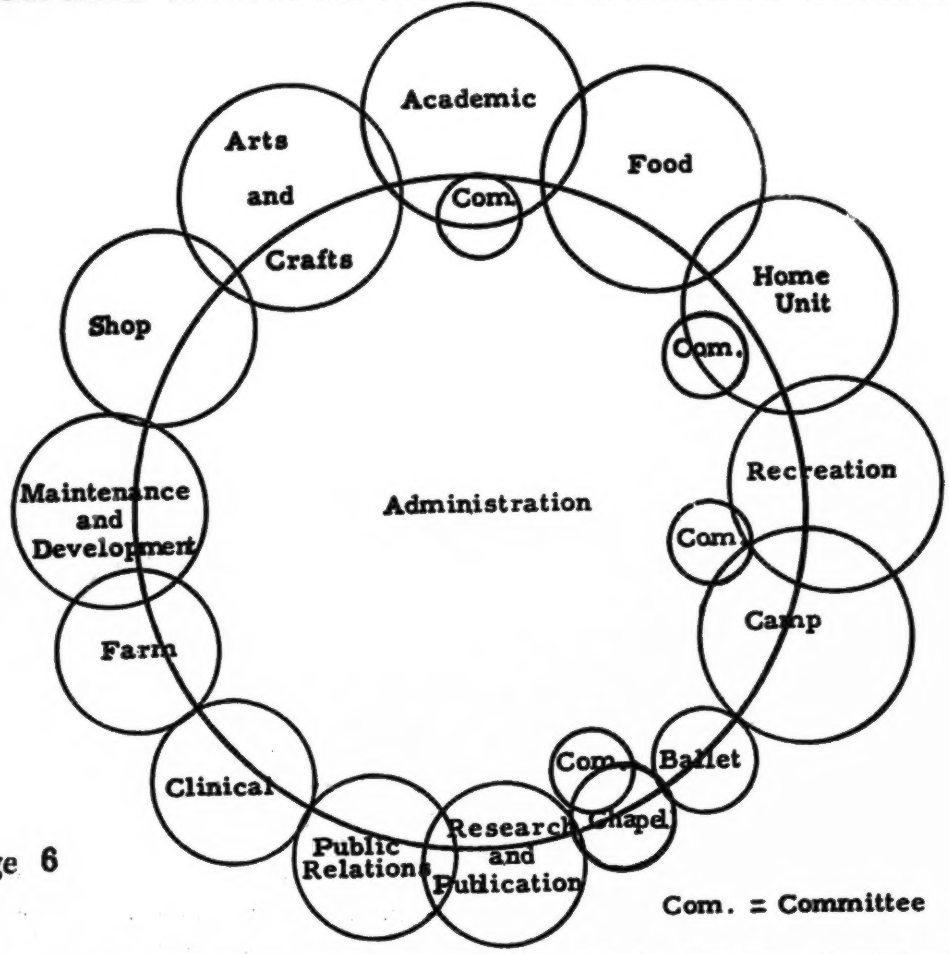
* These include: policy formulation, personnel selection, enrollment, finance and budget, legal problems, public relations, program co-ordination.

HAMPSHIRE COUNTRY SCHOOL ORGANIZATIONAL STRUCTURE *

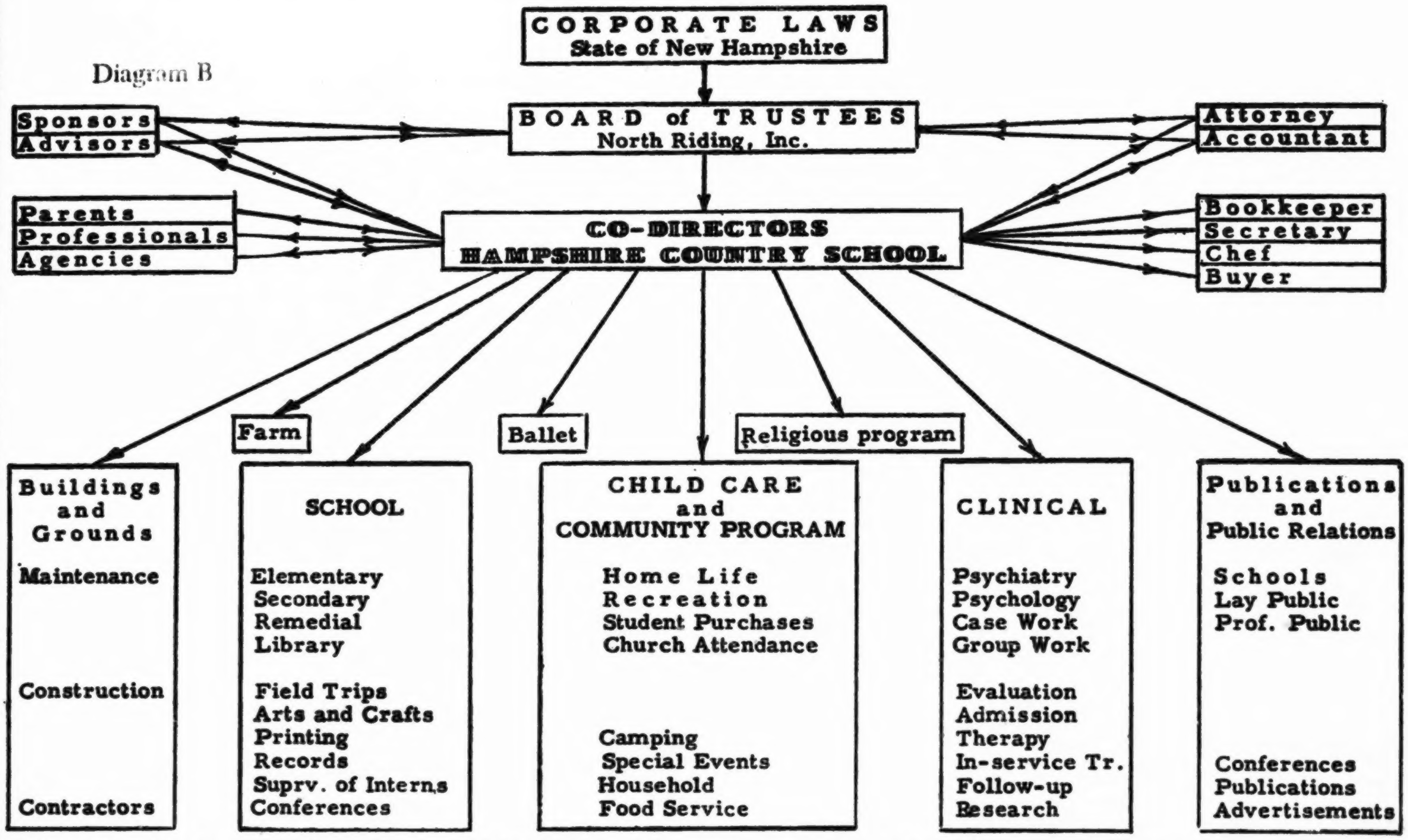
Diagram A


Academic
Com.
Food
Arts and Crafts
Home Unit
Com.
Shop
Recreation
Com.
Maintenance and Development
Administration
Camp
Farm
Clinical
Com.
Ballet
Chapel
Public Relations
Research and Publication
Com. = Committee

* See also Page 6

This type of organization contrasts sharply with the following traditional hierarchical type of organization.

Diagram B


CORPORATE LAWS
State of New Hampshire
BOARD of TRUSTEES
North Riding, Inc.
Sponsors
Advisors
Attorney
Accountant
Parents
Professionals
Agencies
CO-DIRECTORS
HAMPSHIRE COUNTRY SCHOOL
Bookkeeper
Secretary
Chef
Buyer
Farm
Ballet
Religious program
Buildings and Grounds
Maintenance
Construction
Contractors
SCHOOL
Elementary
Secondary
Remedial
Library
Field Trips
Arts and Crafts
Printing
Records
Suprv. of Interns
Conferences
CHILD CARE and COMMUNITY PROGRAM
Home Life
Recreation
Student Purchases
Church Attendance
Camping
Special Events
Household
Food Service
CLINICAL
Psychiatry
Psychology
Case Work
Group Work
Evaluation
Admission
Therapy
In-service Tr.
Follow-up
Research
Publications and Public Relations
Schools
Lay Public
Prof. Public
Conferences
Publications
Advertisements

Administrative or supervisory personnel in charge of five major groupings of activities: Buildings and Grounds, etc. Functions are regrouped to accomodate leadership capabilities and work loads.

GUIDING CRITERIA

1. **RESPECT, THE BASIS OF CONTROL.** The respect of students is the basis for effective influence and control that will lead to an identification around which a child can build an acceptable self image. "Slips" in word or gesture, or an implied sanction of hostile destruction or rebellious attitudes, or the expression of poor taste in music, art, movies, literature, sports, or manners, all these, will serve to undermine such respect. The actions or reactions of a staff member express what may be interpreted as the character of the school. The dignity of the school is at stake whenever, wherever, and however, a staff member is involved. One careless move of a moment can cancel the effect of months of careful work. The quaint admonition of the nineteenth century is pertinent here: "Always be a lady or a gentleman."

2. **SPHERE OF INFLUENCE RESPECTED.** Spheres of influence or activity require mutual respect among staff members with abutting, overlapping, or co-operative functional relationships. If there are reservations concerning such spheres, they must not be apparent to the students. The corollary, of course, is that those whose spheres are encroached upon or invaded by other staff should be able to maintain the level of tolerance and dignity that is supported by exceptional ego-strength. Dignity for a person possessing this character is no external pretense but internal and sincere. (A "stuffed shirt" stance may be assumed to cover up for its opposite.)

3. **LOCAL CONTROL.** Disciplinary problems except for high crimes, or unless otherwise indicated by clinical considerations, should be handled at the local level:
   by school personnel, in school or during school hours;
   by recreation staff, during recreation;
   by house-parents, at home or during unsupervised periods.

4. **RESPONSIBILITY NEVER ABANDONED.** Each staff member must be certain that another staff member is on hand to take over responsibility for a group unit, activity, or project to which he is committed before he relinquishes his own responsibility. Conversely, each staff member must be certain that he unquestionably is free from responsibility.

5. **CONFIDENTIAL INFORMATION.** Statements from files, staff conferences, or casual conversations are privileged information. Inasmuch as this information may be about students, families of students, staff members, or consultants, any compromise of such information suggests the lack of an adequate professional code and is tantamount to professional malpractice. Residential therapy is subject to so many opportunities for indiscretion that more than ordinary caution is required. The line between critical disclosure and ordinary gossip is as finely drawn as the line between the exquisite and the vulgar in many areas, or between a delightful play on words and a pun. The distinction is between good and bad taste.

6. **THE HOSTESS.** The hostess, or first lady of the house, is the first person to whom those of good taste introduce their visitors and the last to whom visitors pay respects. The wife of the director is the hostess of this expanded home. Recognition of this fact is especially applicable to such instances as outside meals and overnight privileges. Failure to acknowledge the proprieties of a true family not only depreciates the spirit of Hampshire Country School but robs the children at the same time of an opportunity to learn one of the arts of gracious living. Children are more perceptive of graces than they show, and it is in connection with such subtleties that the humanizing impact is the greatest for the children with highest potential.

7. **TRADITIONS.** Schedules, procedures, and practices* have grown out of experience. They have become a part of the life of this "school that is home." They change with growth and modification in the composition of the family; but until a change is recognized by a senior member of the family they should be adhered to. Specific rules produce the seductive illusion that a definitive statement has been made about a quality which cannot be attained—or even evaluated—by mechanical methods. Traditions carry a most valuable cargo of the "taste" which the rules are presumed to simulate. Rules, tips, rhymed couplets, and a wide variety of other reminders can help; but they can not take the place of a staff possessed of good taste, and there is no time after assuming staff responsibilities to develop such taste.

8. DIRECTOR IN "LOCO PARENTIS." The director, by enrollment contract with parents and sponsors, is in loco parentis. He is authorized to delegate the responsibilities of this obligation. Inasmuch as he serves in this capacity, however, he must have primary contacts with the parents and sponsors. Any unauthorized overture to a parent or sponsor by a staff member is not only in poor taste but also an infringement of the contractual agreements for which the school is legally liable.

DIRECTOR AS "KEEPER OF THE GATE." It follows that the director is the "keeper of the gate." He stands between staff and parent. Consequently, it is imperative that staff members keep the co-directors posted on all details that conceivably could be pertinent to the relationship between the co-directors and the parents or sponsors. Such details may be transmitted by any available means of communication.

9. CONSERVATION. The ratio of payroll to student body leaves little balance in the budget for anything beyond the bare essentials. This expanded family has endured privation and survived the sheriff's papers. Waste, vandalism, needless damage to or neglect of equipment or real property—even that of limited value—is evidence of a tactless disregard for those who have brought us to our present position.

10. CLINICIANS NOT ADMINISTRATIVE. The dynamics of student (and staff) behavior should be freely discussed with clinicians. The orderly procedure is to request permission of the Director to consult with the Chief of Clinical Services. He in turn may refer the problem to a member of his department. Except by arrangement with the Director, clinicians shall not be loaded with administrative responsibilities.

11. CLINICIANS DO NOT PROVIDE THERAPY FOR STAFF. Members of the staff may seek the advice of clinicians concerning referral to therapists not connected with the school. But propriety is violated if therapeutic relationships are established with school consultants.

The type of organization which will make possible the functioning implicit in the general postulates or principles is indicated in the Diagram C. It is made up of the same "timber' as Diagram B. For the immediate future we might well follow this linear diagram, but in so doing we run the risk of calcifying at the status level.

COMMUNICATIONS

(Administration & Staff)

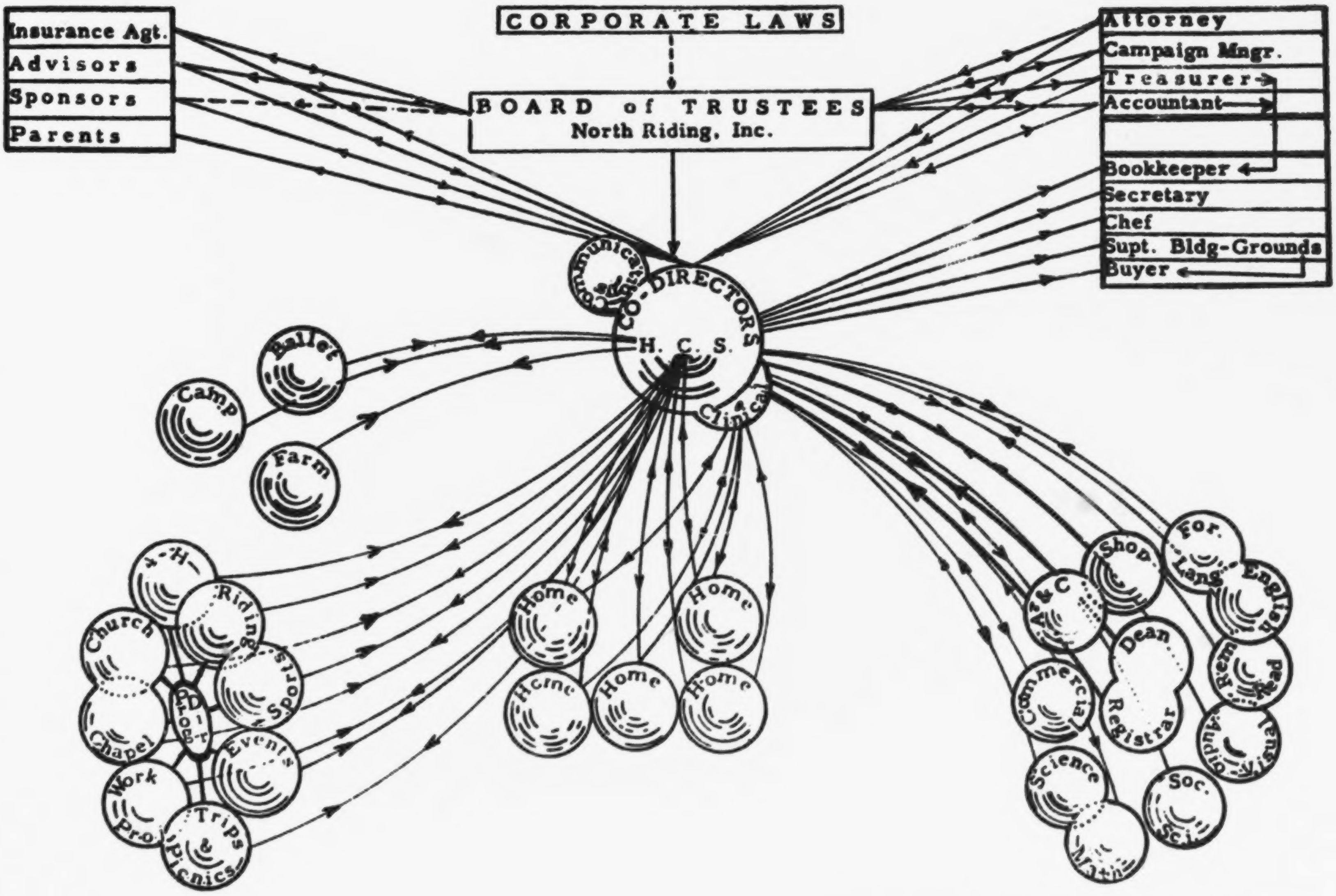
The need for a system of staff communication is always present. An effective communication system lessens conflicts in timing and contradictory directives, independent or non-integrated planning, wasteful expense, unnecessary running about, the dissipation of energies with its attendant frustration, continuous changes of direction for reasons of current expediency, friction between individuals, and so forth. All of these confusions create insecurity and a restlessness among the youngsters, who are most perceptive about such matters. Lapses in communication come back to haunt us in the form of minor rebellions, unauthorized departures into unknown areas at all hours of the day and night, arise, one suspects, in both hetero- and homosexual exploration, less than usual application to academic matters, and a whole Pandora's box of juvenile conspiracies and subversions, with all their concomitant features of sadism and destruction.

In brief, this type of organization requires a closely-knit team of co-workers.

Diagram C places the co-directors at the center of many spheres of influence, rather than at the peak of a hierarchy (see Diagram B). In this position, they have the dual functions of mainspring and balance wheel, and are relieved of exercising dictatorship responsibilities. This is a somewhat unusual concept of a directorate.

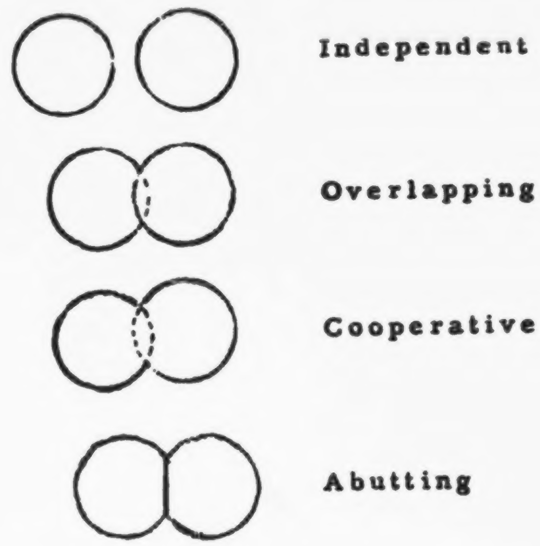
With limited lines of command, but with centralized powers of policy formation, mode of operation, milieu emphases and programming, selection of staff and students, and delegation of responsibilities, the co-directors can minimize much of the anarchy that can result from vesting in a growing and changing staff the responsibilities and authority of a democratic government. Collisions of spheres (Diagram C) can almost be eliminated. The tendency of organizational units to become so autonomous as to cease to be integral to the total community can be overcome.

It is possible, within broad, horizontal operational bands to activate simultaneously the creativity and initiative inherent in democratic processes.


CORPORATE LAWS
BOARD of TRUSTEES
North Riding, Inc.
Insurance Agt.
Advisors
Sponsors
Parents
Attorney
Campaign Mngr.
Treasurer
Accountant
Bookkeeper
Secretary
Chef
Supt. Bldg-Grounds
Buyer
Communications
CO-DIRECTORS
H. C. S.
Clinical
Ballet
Camp
Farm
4-H
Riding
Church
Sports
Chapel
Events
Work Pro.
Trips & Picnics
Home
Home
Home
Home
Home
A & C
Shop
For. Lang.
English
Dean
Rem. Read
Commercial
Registrar
Audio-Visual
Science
Soc. Sci.
Math

Background:-- TIME EXPERIENCE Plane

FUNCTIONAL RELATIONSHIPS


Independent
Overlapping
Cooperative
Abutting

Communication (liaison)

Non-authoritarian center of information.

Clinicians:

Psychiatry, psychology, social case work, medicine, remedial instruction.

TIME-EXPERIENCE PLANE:

All spheres rotate on this plane. Over a period of time all spheres may have any of the four functional relationships. Only a split second in time can be represented in a single diagram. The above is one example.

If a satisfying set of relationships exists over a period of time, rootings will be put down which may contribute to these, or part of these, relationships becoming static, or this can prove to be comfortable and provide the plateau from which new heights can be reached.

Some linear relationships must develop. If these are predominantly around functions the results in efficiency can be most valuable.

In either a static or a dynamic organization the means and the results will depend on values, specific goals and practices being congruent. Only as these become congruent within the staff can the team work of the staff be integrated and effective.

A simulation of integrated team work can be effected by a regimented organization. In the short run the linear arrangement is more effective. In the long run dynamic arrangements are more effective and satisfying -- for those who survive, and in surviving, contribute to the dynamic organization.

CONCERNING THE CODIFICATION OF RULES

"God . . . hath made us able ministers of the new testament; not of the letter, but of the spirit; for the letter killeth, but the spirit giveth life." (II Cor. III. 6)

Over the past sixteen years, I have repeatedly stated that each June we symbolically burn the rules born during the school year just ended. I have taken this position for several reasons: I have been very much impressed and depressed by blue laws; rules continue to sound plausible long after their need has passed; rules which do not evolve immediately out of conscious and pre-conscious needs appear to be arbitrary; rules tend to become so voluminous that they can not all be remembered; and rules engulf life in a bureaucratic web. Life under a set of rules ceases to be dynamic. It becomes static. [*]The opportunity for a child to experience the maintenance of a society gives way to traditions imposed by elders. The relationships between behavior and consequences are imposed on, rather than actively recognized by, the children. A deductive, rather than inductive approach to life is enforced. Such an approach is anachronistic in a rapidly changing society.

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[*] One illustration of the conflict between generalized statements and actual experience concerns the uniformity of schedule with respect to the activities in which the entire school participates—rising time, meals, chapel service, assembly, movies, and bed time.

We have experimented with allowing late arrivals for meals. At first, we allowed a few seconds, then two minutes, then five minutes. The uniformity having been broken, the time span slowly crept up to forty minutes, with the result that the kitchen could not be staffed and the teachers had to take over the cooking, dish washing, and floor mopping. This happened twice. The second time it grew out of variations introduced by staff members despite the general understanding that everyone should be at table before the pronouncement of grace. We have found it feasible to allow exceptions for well-annotated emergency reasons, but we have had to stress with the children the need for adequate annotations.

Occasionally special dispensation is desirable for bed time on Friday or Saturday night, but it then becomes doubly important to return to the scheduled time on the following night. Otherwise, it would be better to keep an entire group up until two or three in the morning and then insist on the regular rising time! (This practice has also proved effective.)

At the present time the scheduling of movies on Friday presents problems for the clinical staff. We have found that having our own movies is salutary. One great advantage is that the bait of previews in the public theaters is avoided. We cannot afford the movies unless all children contribute to their support. If it becomes a privilege to skip a movie, the presentation of movies quickly becomes impossible.

On the other hand, without rules, guidelines, or understandable criteria for conduct, there is the lack of emotional security that leads to inefficiency and frustration of efforts to accomplish anything, as well as wear and tear on the adults and a discontent that is derived from immobilization. Thus, staff members must do battle to maintain their own equilibrium before they can even consider the equilibrium of the students. If the latter is off balance, despair can easily result.

Further, a complete denial of past experience repudiates the significance of historical precedence and our cultural heritage. Staff members are thrown in the position of experimenting to discover the vagaries of our children. Our function is to help children, not provide an experimental laboratory for the staff.

Some experiences appear to have merit even though our rationale may create difficulties in logic. This logic may mean that the rationale rather than our experience is inadequate and that with a better rationale we undoubtedly may improve the practices. Consequently, it is well to give heed to our past experiences.

When the rules which have seemed necessary over the years under differing circumstances and with an ever-changing staff are collated, I have the feeling I am reviewing a parade of ghosts from the past. At various times I have been on speaking terms with each of them; and I have been greatly indebted to several of them. But I continue to find security in their demise on bright June days in a friendly but final bonfire.

As these ghosts materialize in the living present, I have mixed emotions: aesthetic satisfaction in a complete structure; frustration over rules once plausible but no longer applicable in a living community; anger and dismay that I have to face a welter of rules which forebode enslavement for each and every one of us; fear that no adequate substitute will emerge to satisfy the demand—or expressed need—for staff control; concern that we as a school are becoming a reflection of a detention-type home, and, finally, excitement to meet the challenge. I have a glimpse of a new and exciting organizational structure.

In my attempt to find a common denominator on which to base a new answer, I regard each plausible rule as a timber in the structure. Timber may be used to construct a mansion, a shack, a barn, a dog house. The design, of course, is primary.

Our design is the humanization of the individual child. Emotional disturbance or childhood dysfunction is the result of insults to the humanizing process during a child's growth. These dehumanizing insults are the focal points of attention to the "sub," "non," or "partial" aspects of an individual's personality or character.

The child may be regarded as a little adult or inferior adult— an incomplete individual. He may be viewed in terms of some stereotyped characteristic (some type of behavior, for example, that is deemed inferior, eccentric, or inappropriate). He may be described as disturbed or neurotic; he may be classified as a delinquent, a brat, a "little monster," a sissy, a "ham head," a genius or "brain," or in terms of any single aspect of his total personality. At any rate, the insult can cause permanent damage. Such stereotypes may serve statistical purposes helpful in the communication of general ideas, but they should not be applied to individuals.

Rules, physical assaults, and invasions of privacy can be dehumanizing insults and should be used only with the full awareness of our protective measures against these results.

If the word "control" is to be regarded as synonymous with "manage," or "handle," or "subjugate," it can have no currency in our plan. On the other hand, if "control" is synonymous with the preservation of an individual, or long-range potential goals, or internalized controls that are independent of frustration, or the good of the majority, I endorse it wholeheartedly.

It seems to me that a group of mature adults with similar backgrounds should be able to respond to most situations with common sense and good taste. Difficulties arise if a common cultural heritage is absent or if a child's emotional economy does not permit him to meet appropriate levels of aspiration. In the latter instance, psychiatric counselling for or about the child would be indicated, since most of our children are well aware of appropriate standards of behavior.*

But we know that controls are necessary. What, then, is the basis for these controls? First, many of the children need the security of a setting in which familiar aspirations are held but without the insistences by which they have been negatively conditioned. Second, they are maturing; so new aspirations are appropriate. Third, to maintain an acceptable cultural climate we must exercise the control which will allow this climate to prevail. Herein lies the paradox of the group placement of children suffering emotional handicaps: A system of rules and regulations, which would be essential for children who need training is anti-therapeutic for these children. At the same time, some rules have to be maintained. Therefore, our system should be concerned with drawing those rules from the file that are temporarily essential and re-filing those that are not.

The real problem seems to lie in the assumption that any staff in the United States can have a common cultural heritage. By way of illustration, when discrepancies exist in the dining room, on trips, in the home, or in the classrooms, they reflect, in all probability, not only differences in expectations which the staff think are reasonable for the children involved but actually differences in expectations for all children (and adults). Possibly it is at this level that attention must be focused. Although we would prefer to do this at the time of staff appointment, frequently it is impossible to do so.

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* Their abreactions to manners are so severe that they create abrasive tensions. Their difficulties lie in the emotional (rather than training) area. The assumption that training controls are primary merely compounds their emotional difficulties. This assumption itself is an insult.

Obviously, consistency of attitude and practice at the staff level provides the security desired from rules and systems. How, then, can this consistency be provided within these limits without regimentation?

For example, we might implement this at the time of staff appointment. But this would mean that staff and student would of necessity be selected from a homogeneous cultural group. This, in turn, would have the effect of removing the school from the main stream of democratic society.

Since it is clear that staff consistency in attitude and practice provides the security we seek in rules and systems, and since this might well lead to cultural insulation, how can we provide a desirable modicum of consistency and generally acceptable limits and controls?

This insoluble paradox of a richly multi-cultural society bears heavily on emotionally insecure — hence unstable—children. It forces us to consider a formulation of guide lines to proximate field rules, goals, and levels of aspiration for staff and students.

Our initial concern is with formulations for staff. Unless those who serve as adult models can satisfy reasonable criteria no formulations for students can be meaningful.

In the initial statement of rules we should cover schedules, purchases, laundry, trips, and so forth. In order that the interests of the majority of the children can be protected it is possible that a very limited number of rules for control of children may be needed, but these should be agreed upon by the staff and should not be in existence for more than three months without review.

The following random observations intended to be suggestive and tentative are stated somewhat dogmatically with the thought that the focus may thus be sharper. At least they will serve as matter for discussion.

Controls: Controls appear to have two facets of special importance to us. The whole theory of controls requires study—not only as a means of understanding the philosophy of the school, but also as a means of integrating and implementing policy which has derived from that philosophy. Fundamentally, we should understand "control" to mean the control of situations rather than the control of people. From this we may venture to consider controls which necessarily are exerted on individuals. Controls upon people must, to some degree be matters of spiritual, moral, and intellectual conviction among the people controlled. Unless this condition is approximateed, controls upon people become the stimuli for subversion, deception, rebellion, collapse of morale, or comparable destructive developments. This is especially likely when the force of control is applied by an administrative body that those who are governed consider somewhat remote, and hence inimical.

Semantic and Formalistic Limitations of Stated Principles: Our formulation or recognition of principles is subject to semantic limitations. Consequently continuous re-examination of what we regard as our principles seems not only desirable but obligatory. Principles give rise to mechanisms: systems, methods, procedures, patterns, conventions, regulations, restraints, and stylizations. None of these in itself is bad. Nevertheless, they generally tend to become clothed in rituals which, in turn, tend to sanctify first the mechanisms and finally the rituals themselves. Too often, meaningless ritual becomes an end in itself—liable to entail a great deal of effort to dislodge and to undo the damage caused by unwitting or unmindful regard of empty form.

Allowance for Differences: There must be allowances for individual differences in the abilities, personalities, experiences, ages, temperaments, stamina, boiling points, and personal interests of house-parents. Also, there must be further recognition of differences in physical facilities available and in the ages of the youngsters occupying them. Accordingly, it seems reasonable to expect house-parents using them as examples to direct the affairs of their houses in varying ways, much the same as they would direct the affairs of their own homes. House-parents should be free as much as possible from external intervention which, except in an emergency, is the exclusive prerogative of the Directors. If significant and worthwhile results are achieved by close supervision and tight regulation, forced change would seem unwise. If permissive policies within individual houses or classrooms are productive or hold promise of good results, such methods should be permitted to prosper. Conformity, either for its imagined but unproved effectiveness or for its own sake, seems totally without merit. Again, however, experience rather than experimental hypothesis needs to be drawn upon by house-parents.

Functional Regulations: Regulations of a functional nature might well be codified in some manner, but holding the actual code to minimum dimensions will greatly simplify its administration and reduce clever attempts to thwart the system. It also seems important to eliminate from any code specific prohibitions on conduct generally recognized as socially destructive; for example, disrespectful behavior. This kind of expectation, which finds expression in prescriptive rules, provokes laughter among those subject to such regulations and ultimately invites thoroughly justified derision for the entire code. Regulations of the procedural variety evolve with alarming frequency into unadulterated nit-picking rather than into intelligent and logically defensible avenues of efficiency and safety.

HOUSE-PARENTING: JOB OR PROFESSION?

Images of a home are as multiple as the people who have them. Images of an expanded home are multiple within the people who formulate them. Yet we assume that there is a common denominator among all of these images. It follows that a discussion of what is meant by the word "home" at Hampshire Country School requires and contains at least a general definition. To arrive at such a definition will require the consideration of an entire prelude of contrasting images.

One image that a few new staff seem to have is that the property of a home is communal. On entering the school they appear to consider as their own everything in the library, the house, the shop, the garage, and the farm. They expect to borrow all equipment freely, even complaining at times about the condition or quality of what they borrow, though it often has been acquired through great personal sacrifice. The assumption, obviously, is that home should provide everything. Those who have striven for years to develop the area or the equipment are overwhelmed. They can only mumble to themselves "How brash! how insensitive! Who does he think he is?" Differences in assumptions about the meaning of "home" are not analyzed. In fact, no one knows when or where to begin an analysis of differences in assumptions—assumptions that were made, in part, before these individuals could understand the spoken word.

Another image is concerned with intimacy. There are individuals who want to examine all the files, the storage spaces, and the rooms usually reserved for special occasions. Where, in the first illustration, assumptions concerned property rights, here they are concerned with privacy. One person feels strongly that a home should provide maximum protection of his individual privacy. Another feels that a home should offer the maximum sharing of privacy. Those who have lived in well-organized homes appear to take the first position, while those who have longed for a home but have seen home life only through windows take the second view.

The daughter of an army officer was receiving the sympathy of an older friend for not having a home. The little girl answered, "Oh, we have a home. We just don't have a house to put it in." What is a home? What is a family?

Adoptive parents and children may become a home. The home of natural parents and their children may be fractured. In a true sense these children may not have a home or family. Appropriate ties are lacking. What is the nature of such ties?

These ties are habitual interactions which provide unformed warmth. For example, it is expressed by tucking children into bed and telling them bedtime stories; by providing food with special care, knowing and caring what appeals to their appetites; by showing real concern for the neatness and the appropriateness of their dress; by unstinting and selfless effort to help when they are sick; and in the concern for the arrangement and protection of their personal belongings. This care, then, is for the children themselves—not for the impression that they are expected to make on neighbors or strangers.

A home provides clear and firm disciplines in ethical, social, and personal values, behavior, and aspirations for its members within itself and in society-at-large.

An aunt or uncle, or a hired man, or even an animal may be a member of a family. How can this be? Clearly, ties have been made among all members of a group that has become a family. It is a unit of which the children are a part. They belong. They can enjoy privacy in it but can not hide from it. It provides the kind of discipline that curbs or pushes them, but which, in the long run, makes them want to progress, to achieve, to contribute to it and to the society of which it is a part. It develops a sense of **noblesse oblige.** It is an environment in which plants, animals, and people grow. It has the tenure which gives to life a sense of continuity. It has the substance which, like a carpet, gives children the security of having something under them. It has an identity in which they share and out of which they achieve their self-identity.

These ties are the outgrowth of long periods of living together, of members helping one another and depending on one another, of respecting one another for what they can do, for their views, and for themselves. A new child in the home is not immediately a member. He acquires membership by participating in the life of the home and by responding in kind to the care that he receives. An aunt joins the family, but she does not immediately enjoy full membership: she must grow into the home. If she hopes to do this, she will have to show delicacy for the rights, privileges, and possessions of each and every member of the family. She will assume the absolute minimum about her own rights. In fact, she will slip out, at times, to let the other members feel that the warp and woof of the family has not been disturbed; that her entrance does not change it; and that it has substance and a dependable continuity. In time she will fully belong. She does not assume that because she is loved (which she knows) her membership is close at hand. She knows that it takes years for love to find that special and complete kind of expression that typifies a home. Unobstrusively she will show her concern for the others and hope that with sufficient interaction they will, in time, fully accept her as a member of the family—as one who belongs.

What this means at Hampshire Country School is not too obscure. The family group is constantly growing. New people join it with many conflicting expectations. Some of these expectations are congenial to the further growth of a family; some are inimical. Only as each entrant works—like the aunt—to become a member can the family as such jell as a new and expanded unit. In any true sense, one cannot "join" a home. In fact, if he is not to disrupt it at its foundation, he must be very sensitive to the identity which is its essence.

He must appreciate and nurture this identity or there will cease to be the home of which he might have become a part. Like the aunt, he cultivates what he finds, then retires into the shade to give it time to enjoy undisturbed growth. Had that aunt taken it upon herself to reorganize the home, it might have become more orderly, efficient, and prosperous, but it would have become a little corporation. It would have ceased to be home.

It is disrupting and painful for a family to expand. To grow rapidly is almost to institutionalize—that is, to lose the identity of a home.

This is our problem at Hampshire Country School. It is especially urgent for us that all of the little graces that are evidence of care, concern, nurturing, belonging, discipline, and loyalty should be maintained, recognized, and expressed. It is these qualities which are most valued in this expanded home.

THE CHALLENGE OF HOUSE-PARENTING

As house-parents in a treatment home or a community of treatment homes, we are faced with the challenge of being true parents surrogate. This involves us in the problems and practices that require time to re-recreate ourselves. This problem is a lesser one in a centralized home. In a treatment home, however, parents surrogate must provide more nurturance and security than would be expected from the homes of those fortunate children who have been satisfied since birth with love, nurturance, and security. It follows that to provide for the emotional needs appropriate to children's ages and to fill the gaps from their past the demands on surrogate parents are inordinate.

The special problems which grow out of these demands lie not only in interactions of parents surrogate and their children but in the reflection of many social pressures, styles of family life, community organizations, and labor practices peculiar to modern industrial life.

HISTORICAL ANTECEDENTS OF ATTITUDES TOWARD THE RESPONSIBILITIES OF HOUSE-PARENTING

This will draw special attention to practices regarding "time off" and the concomitant attitudes toward responsibilities of the surrogate parent to the children. A discussion of family organization would be relevant, but this has been discussed in many books and articles. Especially recommended would be "The Happy Family" by John Levy, M.D. In the background of my thinking will be our experience as treatment parents in Wellesley, Massachusetts.

In that setting we had children with us at home, on visits to friends, on shopping and other trips. at the theater, and, in short, on all occasions when a family reasonably could include its children. We had possibly a half day "off" every other month. This house-parenting was all-consuming—a total effort. We realized that those responsibilities must be shared by others. Our question was to what extent? We realized that home life that was well-conceived should determine to a great extent, the spirit of the therapeutic community.[*] This meant that the sharing of parental responsibilities should not exceed the minimum consonant with the irreducible emotional and cultural needs of the house-parents.

The problem was to organize a community of treatment homes in which responsibilities could be shared, to a limited extent, without semblance of institutional, custodial, or ward-like structure atmosphere, or flavor. Further, it was conceived that in the expression "residential therapy" the word "residential" should be used as an adjective. Residential therapy, we felt, should become a fine professional art. Psychiatric, psychological, group, and other specialized therapies should be regarded as supplemental to residential therapy. These should be termed "therapies in residence." The central therapy should be residential. The milieu was not to be merely supportive for specialized therapies; rather the specialized therapies should support the residential therapy. The "general practitioner" would mobilize, coordinate, and direct the activities of the specialists with abiding regard and respect for their special fields of knowledge. I avoid the expression "milieu therapy" as being definitive. The word "residential" also is weak.

One of our former students has suggested the word "entelectic." When defined, it appears adequate. Possibly we should define residential therapy as entelectic therapy.

Success in developing residential therapy has been varied. Much depends on the commitment of the staff to the idea as well as to work. It depends primarily on the excellence and commitment of house-parents the core personnel. It becomes clear that broad social patterns, even laws, as well as organizational structures of schools of wards, and of a wide variety of treatment centers (in ways not always subtle), as well as popularized expectations of parents and sponsors, influence every effort to provide this type of home life for children.

My objective is neither to compare this type of residential treatment facility with other types of treatment or custodial institutions nor to argue for its advantages. My concern is with the integrity of our approach. My comparisons and contrasts with other approaches are solely for the purpose of defining the outlines of our approach.

With a thorough grasp of the historical rootings of each institution, center, school, or unit, we can evolve a fairly complete comprehension of our rapidly growing field. Endowed with a third ear, a third eye, and a third kinaesthetic sense, we may divine the historical backgrounds of treatment centers and thereby obviate the need for historical notes. But historical notes will satisfy more objective standards. Some of these origins are (1) homes for orphans and neglected children, (2) detention homes, (3) reform or disciplinary schools, (4) out-patient clinics, (5) wards in sanataria, (6) special classes for the handicapped, (7) foster homes, and (8) treatment homes. Each of these brings to the field a rich heritage. But each seems to be attempting to generalize its present efforts in terms which will have universal significance. It is well and good that the valid experiences of each should be universalized; but in losing sight of its origins the unique contribution of each suffers. The analogy is with the loss to our culture suffered by the denial or non-recognition by immigrants of their cultural past; or by the conformity of delinquents and organization men

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[*] Except for the monthly visit by the psychiatrist, home life was the treatment program. On each of these visits, we briefed the psychiatrist, who then confronted the boy with issues. After each visit the boy appeared to suffer a "slump" for a week to ten days after which there was a sharp acceleration in his progress. This pattern revealed the importance of the assimilation level for intensive (ninety-minute) psychiatric confrontation and its effectiveness in this setting. It introduced shock into past and present integrating emotional experience, and insight into current processes, as well as definition of goals. The psychiatric approach was supplemental. The family life determined the spirit of experiences at other homes as well as in the community at large.

IMPORTANCE OF AUTONOMOUS HOME LIFE IN RESIDENTIAL THERAPY

In the therapeutic community, the academic program is very important. From the student's viewpoint, it may be focal. But this does not mean that we, with our unique heritage, should let the beautifully structured **modus operandi** of a school or institutional style of life seduce us into allowing the home style of life to slip into a secondary position. Under our present centralized type of housing at Hampshire Country School this effort is especially difficult. Ideally, every home unit should be at least one-eighth of a mile from its nearest neighbor. This would enhance the autonomy essential to a home, make less frequent that brand of sharing of parental responsibilities which emerges as institutionalization, and allow the surrogate parents the unalloyed and full feeling of having a home. The independence would compensate for the heavier load.

This autonomy would relieve the house-parent who is skilled in (or developing) "non-directive" skills of the interference of other house-parents—alternately regarded as the source of controls and the "old guard"* who appear to be insensitive to this approach, however subtle; likewise, it would free the "directive" house-parent from the censure of those who personally prefer—and may be partially equipped to exercise—clinical** attitudes in a highly complex milieu.

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* A term connoting both esteem and censure. (1) Esteem, because of its dedication to the systemization of routines, stability of structure, self-assurance in effecting major events on the calendar, a sense of command in the handling of unusual situations, and an idealized image of the organization. They support an aura that emanates from their sense of being the core spirit of the organization itself. Even when members of the old guard are personally disliked, everyone comes to depend on them. When innovators scramble the routines which have been established and maintained through the dedicated efforts of the old guard, there is a sense of loss, loss of status for the old guard accompanying breakdown of status quo. Without its old guard, an organization would falter in its efforts and be unstable in its purposes. It would be lost in the camouflage of a mottled background. The old guard provides sharp and contrasting lines against which a new image can be projected and defined. It is essential to the very change it opposes.

(2) Censure, because "old guard" also refers, in popular usage to a calcified attitude or state of mind. When it purports to imply seniority, it is clear, from daily observation that individuals with a propensity to perpetuate obsolescence may join it within weeks of their appointment, whereas others may give it valiant battle even after fifty years of service. Where those who seek new designs appear to be divisive, the old guard can be depended upon to underscore the same issues with one voice. The time factor appears to be important because over a period of time the elder spokesman for this little corporate repository of status quo and reactionary attitude speak with the voice of experience. New and creative ideas are, in part, likely to fail because old guard members are responsible for critical routines of the organization. They may attempt to co-operate, but their basic sympathies will not lie with the experimental innovations. The objection to old-guard tactics is to its passive-aggressive determination to thwart a dynamic program to enhance personal status and to encamp on special preserves to the extent that the creative activities of a vital program will die a-borning.

By analogy to age and status, some girls are old maids at the age of fourteen, while some women who never marry never become old maids. Some men—married and unmarried—are old maids. We are impelled to generalize—without biological overtones—that the tendency toward calcification of attitude is constitutional and that it has little to do with longevity or status.

** The word "clinical" is used with reservations. The flavor is present—hopefully, the substance also. If the substance does factually exist, the art of residential therapy can develop. Since nuclei of the clinical attitude (which can grow into the art of residential—or entelectic—therapy) are rare, we perforce must nourish practices which appear to suggest their presence.

DIRECTIVE, NON-DIRECTIVE, AND IRRESPONSIBLE HOUSE-PARENTS

The directive house-parent interprets the non-directive approach of the clinically oriented house-parent as being irresponsible. The irresponsible house-parent so well counterfeits the non-directive, clinically-oriented house-parent that even an inspection of several weeks may not correctly distinguish the valid from the phony. In drawing this contrast, I do not mean to imply that all clinically-oriented personnel are non-directive, nor, certainly, that clinically-oriented people do not or can not set limits. Neither do I imply that directive house-parents are not clinically-oriented. The concern here is with confusion about the values of two effective groups that have divergent approaches and a third that simulates one of them.

The irresponsible, like the clinically-oriented, non-directive house-parent, appears to tolerate behaviors in order to raise the level of expectation on a "trust" basis. It is implied that the purpose is to establish relationships on which constructive responsible citizenship can develop. The irresponsible house-parent, however, is, in fact, attempting to seduce the children into identifying with him. The interpretation of rules is shaded. Special privileges are too freely granted. Accepted practices are questioned by facial expression or gesture. Under the guise of therapeutic understanding, "gripes" are encouraged. In brief, a "popularity contest" is on. This is the beginning of low morale for the group and the unleashing of hostilities which have hitherto been harnessed. It is the forerunner of a grand fall for the irresponsible house-parent. Until this happens the vandalism and personal aggression, or the misadventures of the children, are interpreted in the light of the comment, "You can't blame them."

While the irresponsible house-parent still may appear to be winning, in this popularity game, he may be gaining only vicarious gratifications from the behaviors of the children.

He may be dodging the effort required to set limits, or he may be so weak and inept that he is forced to use these ruses. If he hesitates in setting limits because of his uncertain judgment, there may be hope. He is under pressure. In a deeper sense, he is not irresponsible. He may get his bearings and become effective after all.

In any case, as the honeymoon ends, the irresponsible house-parent will discover—although he may not understand his discoveries—that he has lost respect and control. The aggressions are now re-directed to him through a smoke screen of "con" gimmicks. He will fall for some of these. Later, when he is over the barrel, complete repudiation will be aggressively directed at him. At that point his frustration threshold will be so low that he will surprise himself by sudden eruptions which, to him, are completely out of character.

He will have lost the support of the children and the staff. He has posed as one clinically-oriented and has been found to be a phony.

It is difficult to distinguish between the non-directive and the irresponsible during a staff member's induction, since the irresponsible may so nearly simulate the non-directive clinical approach. After eight to ten weeks a clear image may emerge. It may take longer. During these weeks, the haunting question persists: "Is this individual immature, a compensated character disorder, or a truly clinically-oriented residential therapist?" Since a non-directive approach (which is clinically-oriented) yields the highest and most lasting results, the program co-ordinator frequently must take a calculated risk as to which will actually prove to be irresponsible and which will be clinically-orientated. Often he will be mistaken, but when he is correct in this game of chance, the returns will be very high. The greatest danger is that the clinically-oriented house-parent may become irresponsible when under the constant pressure of those who are not clinically-oriented. Superficially, it appears that the reason for this submersion of the clinically-oriented is the greater aggressiveness of those who prefer non-clinical approaches. Strength of conviction and personality aggressiveness are unrelated in the clinical temperament.

NEED FOR THE CONTINUOUS REVIEW OF PRACTICES

In time, the autonomous home with clinically-oriented (whether directive or non-directive) house-parents will be a reality. In the meantime we must constantly review our thinking and re-examine our practices in order to resist effectively the logic imposed on us by physical arrangements. Without this vigilance, expedience rather than ideals will determine practice. The particular expedients will be dictated by what is known of well-developed practices in other settings—practices which may not be congruent with the ideals of our type of organization.

QUALIFYING FOR THE ART OF SURROGATE PARENTING

A corollary premise recognizes that in this, the "First Century of the Child", no one is born with the sense of "I am my brother's keeper". Expert and effective care of children is generally an acquired art; "naturals" in this art, the product of significant but unformalized experienced. A "natural" is likely under wise and helpful supervision to be a more effective residential therapist than a highly-trained individual whose experiences have not suitably tempered him for this task. A "natural" who in addition is well trained is superior. The satisfying practice of the art of caring for children requires the repudiation of another current idea: that by earning a college degree, by having an administrator confer a title, by acquiring seniority and the pat answers that go with it, by securing a series of appointments to reputable institutions, or by raising a family of one's own, it is possible to acquire expertise in the art of surrogate parenthood—an art which requires its practitioners to replace (or even displace) the natural parents, in whose hands the practice of the ancient art of parenthood has failed insofar as this one child is concerned. Frequently such natural parents prove to be successful with others of their own children, and repeatedly they demonstrate their capacity in the care of neighborhood children. In spite of their successes with other children they ask us to act as their surrogates with this one child. If this challenge fails to humble us, we do not belong in this field. But we must not be discouraged by the double-edged challenge of these parents and their children. Certainly the parents have been not only humbled but also deeply wounded. They can recognize our deficiencies, but they will be forgiving if we demonstrate a modicum of skill and a great deal of persistence. This surrogate parent undertaking can be accomplished only by people who are exceptionally well-integrated, who have unusual skills, who are especially well-suited by temperament to work with the particular children who come to them, who are prepared to devote their every emotional and intellectual resource to this undertaking, who are free of ulterior motives, and who possess the combination of humility and dogged loyalty to an ideal which is described above.

MUTUAL RESPECT OF ALL PARTICIPANTS IS ESSENTIAL IN A TREATMENT COMMUNITY

Obviously, a house-parent who has the notion that since he is in closest contact with the children he knows better than the consultant is deluding himself. Further, such an attitude betrays the lack of humility, which is indispensible. Also, it makes apparent the fact that the parent surrogate has an equal amount to bring to the consultant. We are reminded of the ancient Arabian poem about the Mirror of Truth which was shattered in the beginning of time.

All Faith is false, all Faith is true;
    Truth is the shattered mirror strewn
In myriad bits, while each believes
    His little bit the whole to own.
What is the Truth? was askt of yore;
    Reply all object Truth is one,
As twain of halves aye makes a whole;
    The moral Truth for all is none.
Thy faith why false, my faith why true?
    'Tis all the work of Thine and Mine.
The fond and foolish love of self
    That makes the Mine excel the Thine.

—Haji Abdul-Yezdi

Each of us finds a splinter of this mirror and exclaims "this is the truth." None of us, whether house-parent, teacher, or psychiatrist, brings a splinter that is better than any other splinter. But each of us brings a splinter that is different. A team assembles several of these splinters of truth. Teamwork is basic. Even though it does not imply the delegation or sharing of basic parental responsibilities, it spells out in large letters the need for continuously re-examining practices which have been warped by meretricious expediencies. It especially underlines the need for defining and describing the unusual roles to be played by this team.

GENERALLY-ACCEPTED PRACTICES THAT ARE INIMICAL TO THE PROFESSION OF HOUSE-PARENTING

I have previously indicated that I would discuss "time off." I shall discuss the intrinsic reason (nurturance) for the arrangement that the house-parent at Hampshire Country School is on duty (more or less) for twenty-four hours a day, at least six days a week. Our children need surrogate parents who will not under normal circumstances neglect or abandon them or ask substitutes to take over for them. These children, despite their facades, need to feel that their parent surrogates (house-parents) are entirely devoted to them. In some settings this involvement would interfere with the therapist's relationship. In such settings groups need to be large (twelve to thirty). But in a home-type setting these children need continuous attention, almost to the same degree as small children—albeit in a different form.

This need for a strong parent-child relationship can be exploited by the house-parent. He may purposely or inadvertently disturb—or even sever—relationships between child and therapist, or child and administrator, or even the child and his natural family. He may do this for reasons of fear, self-aggrandizement, status, or possessiveness, or because of preconceptions which are antagonistic to the structure of this community. These reasons may express his personal emotional needs; they may also reflect the ground rules of industrial labor, which have no rightful place in parenting.

Current thinking about a forty-eight, or forty, or thirty-five hour week, and a six, or five, or four-and-one-half-day-week may so completely subordinate the basic idea of parenting as to make of it a "shift," a spell "on duty," a turn at playing parent surrogate. Labor laws may rule against anyone in such a setting serving as a parent surrogate in a real sense.

Societal reflections exist. The need for continuous care for most of the children is the chief reason for their placement. The children may be large and in some ways more mature than many adults. Certainly, they may be better informed in many areas. But there are gaps in their development. Typical of these gaps is the anxious insecurity resulting from divided care and concern for them, which often is duplicated in an institutional setting. If the institutional accent is able to creep into the home-treatment type of setting, it possibly is much more damaging than it would be in a frankly impersonal custodial setting in which children are less tantalized by having their taste whetted for home life. At this juncture it is not a question of which is better. It is a question of the integrity of the approach.

We know the glow that results from our experiencing love for children in this kind of continuous effort. Also, we have experienced the rebuffs and tensions which result from the reactions of children when we have tried to get respite from the confinement of this undertaking. If the children discover or think they have discovered that we must be away from them at noticeably frequent intervals, they can —and will—create extremely difficult situations for us. They will find ways of telling us, if we have the capacity to understand, that we have no right to neglect them. This positive or negative response would be less extreme in a setting having the history and tradition of a custodial institution or in an institution that had grown out of the doctor-patient concept and practice. Since the "time-on-duty" concept in a home setting thwarts a basic need which we have stimulated, we are likely to discover that if we accept this concept, the children can find ways and means of crucifying us. Their repudiation of us may be disguised as an effort to command our care. Probably not one of us could pay the emotional price that they exact for what they feel is an effort to cheat them of this nurturance. On the other hand, they will invent and implement ways of giving us relief *if they feel that we are giving them our all.*

Sometimes we must "pull a sneak" to get our shopping done, to see old friends, to write a letter, or even to take a bath. We must find ways for re-creating ourselves but without inducing the feeling that we are trying to escape the children. Simultaneously we must build an image of ourselves in their minds, with which they can identify. This means that, in their eyes, we must have important spheres of influence in the school, the profession, and the larger community. This re-enforcement of status is a primary reason for having teachers double as house-parents, though this is an apparent inconsistency. In part, children appreciate and identify with that which is appreciated by others. Fathers usually have spheres of influence outside the home. Unless the house-father has a sphere of influence beyond the home, he is apt to appear to be a nursemaid. We must have parent figures who are complete.

Despite the modern practice of hiring baby sitters, the institutional notion of "time-off" has no valid place in family life. It has no more place than bickering between parents or parents' nagging of children, or of parents' pretending to be their pals, or of being secretive with them, or of expecting them to understand all their parents' problems. "Time-off," then, has even less place in our program because we have activated our children's need for more of the satisfactions of a well-knit, harmonious, and continuing family life than most children feel. Because of the intensity of their emotional needs and the fact that we are not their natural parents we are especially vulnerable to the charge of being neglectful, or even of just being baby sitters, or of being in it just for the money. It follows that in so far as possible—without exhausting what we need to conserve in ourselves in order that we may have it to give—we must find ways to revive ourselves which are non-institutional in form or flavor. Otherwise, we must admit that our ideal is either empty or impossible to attain.

It is difficult—almost impossible—to schedule these breaks, but we must. We need the strength, the enthusiasm, the patience, and the hope which can be restored and maintained only if we have some time for and by ourselves. Parents who are on duty twenty-four hours a day, seven days a week, year in and year out, find time for recreation and personal development and growth, but without the intimation that they are escaping from their children at regular intervals. One of the admitted defects in the concept of "time-off" is that it violates the image of the home to which natural parents return after an evening's recreation. The return may be after the child has been tucked in for the night, but the parents are there the next morning. Few, if any functioning families stay well-knit with both parents away for one-day and two-night periods.

Since we are not the natural parents, we are inclined to demand the alien expedient of a day off each week. By this periodic disclaiming of parental responsibilities we satisfy neither one purpose nor the other. The practice gives to our undertaking the coloration of a "job." Am I asking that we pretend to a relationship that does not exist? Or, can we be so challenged that we can perform without "acting?"

Fortunately, most of our children can and do accept the idea of the "day-off." They might like one for themselves! In words, they say that we are entitled to it, even though at times they cannot accept our taking it. It follows that periodically we may have to carry on for prolonged stretches and then relax completely when we are not acutely needed. (Heaven help us if we must feel needed all of the time!) They readily accept illness an emergency or a very special assignment with which they can identify themselves as our house-children. They must know the reason. They can not accept what appears to be an effort to avoid or escape from them. If there is such a motive, they most assuredly will sense it. We may lead them to feel that we are neglecting them, though actually we are not. We cannot lead them to feel that we are not neglecting them when this is true. Their feeling "neglected," "abandoned," or "rejected" is the issue. Many children come to us because the dice are loaded against them on this issue. Such children influence the attitudes of others toward us.

We shall have completely cancelled our primary function when this "day-off" is extended with unremitting regularity to a day and a half; then to two days; then to two days plus an evening; then to two days plus a part of a second evening—that is, until there are only three evenings "at home" in a week. On the first of these evenings the house-children are supervised in a group; on the second, they have their own personal things to do; and on the final—the seventh evening of the week—they can be confined as punishment for their reactions to our neglect. Once the wheels have been set in motion, the momentum accelerates.

When, by these assertions of our personal "rights," we have lost our "place in the sun" with the children, staff politics of necessity will become the next line of defense ("defense," because our position will be weak.) This may appear in the form of efforts to re-direct the focus of the school program. In some cases, an effort may be made to alter other functions. Such functions may be sufficient to justify our place on the staff, but their assumption cannot justify the continued execution of parent-surrogate duties. They should be, and must be, combined with parent duties, but they cannot be substituted for them. What should be efforts to define our purposes better and to discover better methods for implemeting those purposes will have degenerated into efforts to pervert the basic premises of a treatment home. New or better statements of purposes are always in order. These can indicate growth. But restatements in terms of institutional concepts or practices, in contrast with statements of what constitutes a vital type of surrogate family life, do not satisfy our criterion.

If, after neglecting our responsibilities as surrogate parents we assume the prerogatives of parents we shall most assuredly meet with rebellion, or, at the least, with the flaunting of everything for which we stand, when we are not present to impose the limits that express our standards. When this rebellion occurs, it is not entirely because their natural parents have done a poor job, or because the children are perverse, or because other staff are weak or negligent.

With this long discourse in mind, I return to the commitments made by staff when accepting appointments as house-parents, namely: that little sorties are permissible—with the knowledge of the administration—when the children are preoccupied with a worth-while project, not just supervised or "covered" (euphemisms for non-nurturance); and that "time-off" will be arranged on an average of one day a week, and at times which will prove the least disturbing to the children. The practical difficulty, at this point, is the arranging of "time-off" for those having teaching as well as house-parenting duties. Since the teaching schedule regularizes and absorbs the whole week, little sorties and "times-off" are doubly difficult to arrange—and doubly necessary. Fortunately, the fact of having status as a teacher reduces apprehensions about abandonment that plagues the inevitable "day-off." However, the regularity of "time-off" still is not good, and we shall continue to search for a solution. For the present, we must find means for tempering the adverse effects on the "day-off." One helpful practice is to do, arrange, or secure something for each child or for the unit. This practice demonstrates that the children had not been neglected in our thinking.

Re-examination of practices of "time-off" may lead to the conclusion that in departing from an original treatment home residential therapy program the organization has verged upon becoming just another custodial institution. Under these circumstances it becomes essential that we re-orient ourselves to our primary responsibilities. Short of doing so, we may experience superficial gratifications but shall know no deeper satisfactions. The administration must draw on every available resource to assure the provision of a true and complete home experience. This is its commitment to parents and, as one of a variety of pilot plants, to the professional public. The degree of success we achieve by this approach may well influence the whole movement, with respect to the essential issue of providing home-type nurturance.

The house-parent's problems of "time-off," of competition with clinical or administrative staff, of personal problems of compatibility, and of "one-upmanship" reflect those ailments of modern society that cause many of the emotional problems of children. These social ailments need to be as nearly non-existent as possible in a treatment home, though the pressures of a closed community tend to intensify them. People who are to serve as surrogate parents must be relatively immune to these societal influences. They must have the emotional stamina to commit themselves to a long term of confining and exhausting work. They must be able to gain sufficient emotional sustenance from the responses of children to maintain their own well-being. They must have the personal resources for re-creating themselves during whatever short or long period of time that becomes available. This requirement is almost paradoxical. Further, surrogate parents must have the capacity for involvement with their "children" while maintaining the detachment essential to objectivity.

PARENT IMAGES WE SHOULD NOT EMULATE

In a few cases, the natural parents of our children may have been too preoccupied with "child welfare" causes, community recreation facilities, the P.T.A., with assuring their children's financial security, or with being pals rather than the parents of their children. Certainly parents should be concerned with everything that influences the present or the future of their children. But as pals of their children they may be gratifying residual needs of their own childhood. Their primary concern should be the immediate and expanding emotional and developmental needs of their children. These children need to come to us since they may require a great deal of recreational leadership to compensate their limited constructive emotional releases. In providing this leadership, we must be aware of the danger of being seduced into the "pal" role.

RESISTANCE OF THESE CHILDREN TO THE PARENT ROLE

In a home treatment type of organization, we must wedge our way into the children's development in spite of the highly organized resistances they have mustered in their own homes. Surrogate parenting is not a do-gooder activity; nor is it an opportunity to build a reputation or a clique through which to rise to the position of chief; nor is it a job in which to settle comfortably. The commitment, if genuine, will often be exhausting. (If the commitment is half-hearted, it may be even more exhausting!) We have no right to attempt to be surrogate parents unless we are prepared to devote ourselves to this all-consuming effort.

Although our rewards in service can equal the demands, ours is a challenge which few can meet. There are lower-level opportunities for work and play with children that do not makes these demands.

The position of house-parent attracts inadequate people: those who think they can dominate children; sadists; sentimentalists; panaceists; dogmatists; and people who hope to escape the humdrum of an eight-hour, five-day week. Fortunately, it also attracts well-integrated, wholesome, self-reliant people who are capable and desirous of work with children. It is impossible to identify in advance those few who are capable and truly committed to this kind of work at a professional level. For those who have the ability and the commitment, the satisfactions accruing over a long period of time are of the highest order. One successful experience with a superior but unstable child can justify one's life work. A series of successes far surpasses the achievements which become possible to most professionals.

Many people have just been, are being, or are about to be launched in a clinical direction and are prompted to move that way because of the promise of freedom from repressive, arbitrary, or harsh disciplinary measures. These are negative reactions to negative motives of which the glowing positives may be nebulous yearnings supported by a few bright illustrations of the capacity of human nature to respond to sweetness and light and warmth and positive goals. These yearnings are the nuclei which we must cultivate. The surest way to kill them is to impose requirements or limitations which seem to satisfy the negative motivations. A sentimental response is equally futile. It does not kill outright but does kill, by a starvation process induced by nausea. Progress is better assured by depending on "old" practices while testing those newer practices that appear to have promise.

To evolve mature practices of responsible freedom took centuries. We can learn from history, but the application of general principles to the unique setting of a treatment community will require time.

CO-EDUCATION

Regulatory problems of girls and boys in a boarding school are complex. Why not just boys or just girls?

We believe that the psychological problems of boys and girls under segregation during adolescence are even more severe, more damaging, and more lasting.

If a school enrolls only boys, the more feminine of them become still more so; if there are only girls, the more masculine of them become even more masculine. Homosexuality breaks through in more instances than in the co-educational school. This tendency discernedly increases in cases that do not become overt. This evidence leads us to believe that co-education is more healthy for all but a few clinically-identifiable boys and girls.

Further, we have observed that boys and girls who compete with each other in school work become more respectful of each other. Boys are more cognizant of girls' intellectual abilities; girls are less romantic in their fantasies about boys. We have sufficient undertones of an earlier patriarchal system to confuse the smooth, co-operative relationships of modern family life. Co-education, we believe, better prepares boys and girls to live in the style of family life now emerging in America.

Also, there is no antidote for the wild fantasies excited by erupting sexual impulses and stimulating folk lore and mass media comparable to a normal brother-sister type of adolescence.

This leads to a question of "steady" dating. Nearly every parent is faced with the haunting dilemma of his son or daughter being too much—or too little—interested in the opposite sex. The problem of an appropriate balance between acceptance and familiarity is constantly pressuring all of us. But notions of what is "normal" are as nebulous and as diverse as the number of people asked to consider it. Each consultant, parent, student, and staff member brings a new feeling or view to bear on the boy-girl relationships of our students.

Every staff meeting could be spent in an effort to arrive at a workable policy concerning the problems of dating which could provide an exciting and revealing format for group therapy; but by the time a conclusion could be reached new attitudes in society, if not in the staff would outmode the conclusion, and differences of opinion would find expression in experimental practices while discussions were in progress.

Not only in the interest of economy, then, but in the interest of providing the security of a firm policy, the co-directors herewith set forth a policy for the school.

The model of a family unit, though somewhat lacking, is drawn upon in the matter of boy-girl relationships. Boys and girls at Hampshire Country School, are encouraged to work together, play together, eat together, and have classes together. Square dancing is preferred to round because a gamelike quality is introduced that involves all boys and girls, instead of just a few, and we are not in the position of having set the stage so as to throw one girl into close proximity with one boy for several hours.

Letter-writing or the visits of boy and girl friends from the home community may be encouraged with the approval of the parents, but dating at Hampshire Country School is discouraged.

EXTRA-CURRICULAR ACTIVITIES

All forms of therapy at Hampshire Country School are most effective when there is an active therapeutically-oriented recreational program. There is a high correlation between a weak recreational program and the need for individual therapy.

The unreliable hypothesis that children will outgrow their difficulties has the limited merit that it points to a growth drive of great vitality; a changing developmental status that provides new opportunities for milieu intervention; and a maturing attitude toward—and growing acceptance of—adult expectations and adult roles. Supported by an intriguing, challenging, relatively non-threatening recreation program enhanced by a sense of belonging and by the pageantry which can be built into the activities, these can release normal processes and re-channel, by-pass, bridge, dissolve, or reduce to a non-operative level the social pathology of everyday life. The stream of pathology which is fed by fears, hates, and guilts is allowed to run dry. Normalcy then supplants pathology.

The need for psychiatric crisis-intervention, social psychiatry, or casework-therapy is then minimized. Only the hard cores of long-standing problems remain to be resolved. Need for intensive individual therapy is reduced by seventy-five to eighty-five percent. Further, effects of the recreational program reach all children directly.

Psychiatric efforts can be redirected to the meeting of staff needs: in-service training, supervision, resolving emotional conflicts, etc., reduction of inter-personal frictions; calming unresolved apprehensions; clarifying distorted perceptions; illuminating negative transference; and satisfying residual adolescent needs. Deeply-buried emotional problems which are reactivated while working with seductive or irritating neurotic children can have debilitating or integrating effects. This occupational hazard makes it imperative that psychiatric services be available to staff members. The recreational program can have the double-edged value of (1) reducing the reactivating force of pupil problems on the staff and (2) providing the opportunity for help to staff.

Baseball, basketball, football, and hockey may contribute much to a few. Like other group activities, these sports require subordination to the group. Discipline is imposed by practice. Impulse control is necessary for group acceptance and community recognition. The value of rules is perceived. The feeling of representing the entire school can be encouraged. In brief, the acceptance of **noblesse oblige** is made possible. Further, the feeling can evolve that a student, his team, and his school are representative of American youth. Feelings of social stigma, which reach back to a child's early life and have been focused in his present placement in a special school can be converted into self-esteem and pride in his school. Non-playing students can share these feelings. With this self-acceptance and larger community identification his ego structure is further fortified.

Staff must be alert, however, to psychological goal-inversion for instead of identifying with the school. a team may provide the opportunity for psychological secession from the school. If a supervisory staff member has suffered the reactivating of any of his own adolescent rebellion—especially if this regressive feeling is not conscious—students will sense this condition and move in a negative direction. If a supervisors' ego is overlaid with a prima donna's encasement, the team impetus will provide the force and the opportunity for an holocaustic disruption of the entire therapeutic program. Even though there may be no psychological secession, the team activities can become so absorbing that its members are not able to participate in and enthusiastically support other recreational activities. This not only may limit the value of the total program for them—isolating them in an athletic camp—but may also reduce the effectiveness of the total program for all students. Further, while some students are gaining desirable status by demonstrating their prowess, others may be over-inflating their weak egos, and the non-participants suffer by their exclusion from the in-group.

If the team is unusually successful in winning games, such success may develop some of the offensively aggressive characteristics of professionals. Should this happen, all of the above-mentioned dangers would be realized through the broad advantages of the amateur viewpoint being lost in favor of extrinsic purposes.

Boxing and wrestling can add a very personal feeling of adequacy that reduces the need for aggressive, disruptive orality. A variety of physical-contact activities can enhance in boys both a sense of masculinity and closeness. Needs in terms of independence and dependence can thus be served simultaneously.

Skating, skiing, hiking, overnight camping, tumbling, haying, riding, tennis, horseshoes, square and ballroom dancing, ballet, and the building of shacks and tree houses usually are supportive of students who are fearful of physical-contact sports. These somewhat individualized activities provide the appropriate amount of participation and competition for assimilation by some boys and girls.

The snack bar has had a variety of conflicting effects. Students participated in decorating and arranging the basement for it. At that juncture, the snack bar drew the students together. All "belonged." Later, the staff handled the snack bar on a routine basis—as if ice cream, sodas, and candy were primary. The variety of goodies decreased. This period was followed by one in which snack bar was withheld as punishment. The function of the snack bar had so deteriorated that it became the mint for contraband currency.

Arguments which sound charmingly plausible about association with the larger community become irrelevant, in the light of past emphasis and results. The snack bar can either enhance or degrade the total program.

Each limiting variation in the snack bar supervision has had an immediate reason—one that could be logically argued and supported with considerable documentation. Since such arguments originated to serve personal convenience, they ultimately proved invalid.

Every creative, positive idea can go to seed, or be run into the ground, or be dissipated by endless discussion of its pros and cons. Uninspired leaders can kill any good idea by mechanical or perfunctory execution. Following any such performance, a plethora of rhetoric finally relegates good ideas to the junk heap. Good leaderships brings good responses.

Community activities, well designed and generally supported by the staff constitute the dependable structure, the "meat and potatoes" of the extra-curricular menu, the backbone of the entire school life. Incidental programs have included parlor games. Chess has thrived to the extent that all students have participated in tournaments. Square dances have attracted young people from other communities. These activities can constitute the fabric of normal community life.

Community activities can be varied to accomodate, support, supplement, highlight, or completely occupy the day-by-day, week-by-week program. They should serve this back-log purpose. They provide the sense of continuity which is essential to security. The leader in this area not only must provide individual leadership for activities; in addition he must keep the staff alerted to possibilities which can be re-enforced in other extra-curricular activities, home life, and academic life.

Active imaginative measures need to be taken during the last two to four months of a student's residence to induct him into community activities in neighboring towns: recreation, employment, membership in organizations, and so forth.

The most dramatic therapeutic program in the experience of Hampshire Country School was called the "Events." These consisted of the "Country Fair," "Paul Bunyon Day," "Winter Carnival," "Junior Olympics," "Gold Rush," "Summer Carnival," and an evening of "Uncle Remus" and other plays. Each event enlisted over eight hundred student-hours. All students, staff children, and staff themselves—youngest as well as oldest—were included, those appearing to be the most disturbed and those appearing to be the most normal, those with the least and those with the most social skills, the least and the most inventive. Tolerance and cooperation were optimal. The ego-strength of students increased markedly. The feeling of students was strong that they were "chosen by the stars."

In "Events"—characterized by pageantry and individual and group competition—students developed a devotion to the school. Interestingly, the students wanted these events to be strictly "home" affairs. Although sound movies of the events would have been welcome, parents or other visitors were not invited. In fact, they were not welcome. Concern about being a part of a larger community became secondary. The life of the school provided the essential ingredients of community life. The validity of this assumption became evident as these boys and girls took positions of leadership elsewhere.

Consequently, community activities, sports, the newspaper, snack bar, music, and theater had the advantage of the high esprit de corps and purposefulness which came to characterize the student body. During a year of preparation in democratic processes at the committee level, a miscellaneous collection of students became a unified, organized student body.

The specific events mentioned above do not need to be repeated. Other equally ingenious pageant-games may be developed. But, as mentioned above, no other type of program to date has been able to produce comparable therapeutic results.

The one reasonably consistent characteristic is that these boys and girls may rise to a big challenge, but, ironically, may find a small challenge too big. After an exciting event, students reported that, although the event itself was wonderful, they enjoyed even more the preparation for it. The effective leader presents the big challenge, keeps it in focus, develops student leaders, incorporates out-groupers, and helps the entire group to anticipate essential details.

Music, theater, and parlor games may require either more or less social readiness. Certainly an effective reader's theater may make less demands on social readiness than a full-fledged play.

Listening to the radio, or watching TV or the movies may have a sedative effect. Certainly previews at public theaters cultivate a need for escape which becomes sedative. However, these media can evoke active emotional and intellectual responses—depending on the guidance and motivation of house-parents, teachers, and recreation leaders.

Music appreciation brings a response largely dependent on the attitudes of the staff—especially the male staff—with whom students most strongly identify. Participation in a percussion band has been extraordinarily successful, both from a release and a social viewpoint. Participation in music of the talent-show variety has had a short run of enthusiastic and constructive response. Playing in a recorder quartet—supplemented by other instruments—has led to the serious study of serious music. Involvement in this activity has had an observably elevating impact.

Puppets and marionettes have had similarly successful runs. Through them the possibilities have been graphically demonstrated for identification, catharsis, the playing out of dim and distant traumatic incidents, and the putting together of disparate fantasies.

Ballet shares the disciplinary values of major sports, the low pressure of parlor games, and the cultural activation of music and theater.

A variety of 4-H and scouting activities has prompted constructive, co-operative, and meaningful projects. These activities depend so much on staff leadership as to almost frighten us. They—like the team sports—can divorce students from the total program. Likewise, they can help knit all of the children into a well-integrated group. A special danger is that a failure in staff leadership will reinforce the sense of futility that characterizes most neurotic children. Failure can lead to a lack of faith in the promises of all programs. Dependability of staff is of the utmost importance.

We have fourteen areas, each of which contains a variety of activities. These are (1) Sports, major and minor; (2) Events, six or seven a year; (3) Community activities, such as socials, games, stunts, campfires, movies, singing, holidays, and memorial services; (4) Snack bar; (5) Theater, Readers' Theater and plays; (6) 4-H; (7) Hikes and overnight camping; (8) Chapel and church attendance; (9) Music; (10) Excursions; (11) Newspaper; (12) Ballet; (13) Dance, square and round; (14) Riding.

The calendar, communications exchange, and expense provisions for the above, and for other weekends, will be arranged by the Administrative Assistant to the Director. He will also keep open the communications between academic and administrative departments.

As a general rule, plans for trips or projects which will involve expense—or which will become precedents—should be cleared with the Director before the hint of approval is made to the students. The practice of putting the Director on the spot after plans are under way weakens the structure on which all staff must depend. This, also occurs in the handling of routine disciplinary problems.)

At the inception, and during the formative phases of plans which may involve several students on a sizable project, informal discussions should be held pertaining to them with the Director. When plans have been completed, they should be cleared with him.

Those named to supervise programs may call on all staff for assistance. Where other areas of work may be interrupted by a request, it should be cleared with the Director. Responsibility for one area does not exempt anyone from co-operation in other areas.

INTERDEPENDENCE OF SPECIFIC AREAS AND THE TOTALITY OF THE THERAPEUTIC COMMUNITY

In references to or discussions of organization structure, accepted and acceptable practices, rules and regulations, house-parenting, curricular and extra-curricular activities, our emphasis is on the interdependence of all areas of activity or spheres of influence and the total program of Hampshire Country School. It can be seen that the validity and meaningfulness of each area is derived from the total organization; that the validity of the program is derived from all areas—indeed from every expressed attitude of every staff member.

Each aspect of a program in a therapeutic center is dependent on the strength and health of the totality, and the strength of the totality is dependent on all of the parts. This interdependence would be accepted as obvious, hence unnecessary to mention, except for the obdurate fact that staff who are young enough to lead in a wide variety of activities which require boundless energy and stamina are apt to lack the sagacity essential to the integrated operation of all parts. An able, eager, and energetic young person functioning in our dynamic organizational structure is apt to be so completely absorbed in the important contributions he is making that he fails to take into account considerations which are extremely important to the general health of the therapeutic community. In fact, by his identification with an individual student, who, possibly, re-energizes some of his adolescent reactions against society's demands, he may become liable to the charge of corruptibility. That is, he makes what, in a limited context, appears to be a perceptive and appropriate accomodation to the students' justified (in his view) attitudes and thereby promotes a splintering of the structuring processes. However, he may be weakening the total structure to the point that it cannot support his own vital activities. Each such activity can thus serve to shatter the basic structure, or it can give essential vitality to the total program.

Concerning the home unit, the core of our residential therapy program, we must recognize that it can become the core of a secessionist movement. Or it can become an end in itself! The purpose of the home in our setting is to induct each and every child into our total therapeutic community and through it prepare him for mature membership in society at large.

We must explicitly re-emphasize that membership in any group requires sacrifice. The individual must learn to derive satisfaction from the making of sacrifices for something greater than themselves. Otherwise, there can be no society worthy of satisfying that need of man basic to his broadly-conceived social motivation.

Hampshire Country School must ever have a staff mature and responsible, above conflicting values or unfulfilled pleasures — a calming model example to bright neurotic children — a staff that exempiifies highest order of citizenship, personal character, embodying the qualities that Hampshire Country School tries to develop in her students.

HAMPSHIRE COUNTRY SCHOOL

North
HAMPSHIRE
COUNTRY
SCHOOL
Riding

QUALIFICATIONS of STAFF

THE CRUX OF THE PROBLEM OF EVALUATING THE IMPACT OF A STAFF MEMBER ON THE HAMPSHIRE COUNTRY SCHOOL PROGRAM

Over a period of months the concealed attitudes and views of staff members are grasped and either affirmed or repudiated by the majority of the children in their respective units.

A staff member may affect interests, seduce other staff into according special recognition, and be regarded by administration and parents as exemplary of the spirit and ideals of the school.

But, if behind this extraordinary facade a staff member of high competence is "playing in a different key" than the key in which the administration is attempting to orchestrate; or, if the staff member's philosophical orientation (whether or not it possesses an integrity of its own) is inimical to that of the school; or, if behind the scenes hyper critical or snobbish attitudes are entertained toward the program; or, if, possibly unknown to himself*, he is contemptuous of the school, or its personnel; or, for that matter, of religion, or fine arts, or of classical music, or of literature, or even of sports, the children of his unit will reflect these attitudes and views, or their assumed opposites, due to positive or negative identification.

These observations concerning identification also will hold true if the staff member's attitudes and views are congruent with or inimical to the attitudes and views of the school. However, as with negative suggestion, negative identification with an individual in a responsible position rarely works out advantageously.

We may find ourselves at a loss to explain our observations of a child's behavior. If it reflects identification with a houseparent, this will be true until the attitudes or views coalesse for an entire group. In time we may be able to intuit the source of the disturbing attitudes, views, or behaviors. If the staff member with whom the child identifies is not a houseparent, the "detective job" becomes much more difficult.

Thusly, we must evaluate staff in terms of reasonably long term effects or impacts. These effects cannot be labeled, annotated, or proved. They can be understood only if this hypothesis of a chameleon-like (or contrasting) identification is postulated.

From this it follows that we most desparately would like to have objective indices for the selection and evaluation of staff. But, these have not been discovered. Hence, we must turn to broader criteria. These broad criteria are stated in the pages that follow this introduction.

It is because of the nebulous but highly significant nature of these criteria that the contract provides for indeterminant tenure.

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*The fact that an individual's basic attitudes and assumptions are unknown to him becomes clear in a setting in which bright, neurotic children are free to explore his personality. Under normal circumstances this degree of discordance between his "conscious" and "unconscious" might not become disturbing. At Hampshire Country School, however, it frequently becomes apparent that the staff member needs psychiatric assistance in the discovering of these discordances and in making his unconscious drives and impulses amenable to his conscious supervision.

When this recommendation is made to a staff member by an administrative, supervisory, or clinical staff member or consultant, the pursuit of the solution becomes the suggestee's responsibility. Staff clinicians are not permitted to provide diagnostic or therapeutic services to employees, but they are allowed to direct staff to other clinicians.

CRITERIA for EVALUATING QUALIFICATIONS of an H.C.S. STAFF MEMBER

Evaluation of the impact of a staff member on the program of Hampshire Country School is linked to six criteria. It is almost, if not entirely, impossible to find a personality criterion which is entirely independent. Even if personality criteria, under restricted circumstances, do not overlap, they may re-enforce or negate each other.

With the objective of assuring a desirable balance of personal and professional characteristics, these six criteria are stated. At times, since these criteria have considerable independence, they come into conflict. At these times, mature professional judgment, as expressed by criterion three below, SAGACITY, becomes an imperative

These criteria are:

1. COMPETENCY	in terms of being professionally knowledgeable, of having professional skills, and of being effective in the application of his personal attributes and skills under a wide variety of circumstances.
2. PERSONALITY	in terms of warmth, ability to give and to generate uncompromised trust, temperament (especially equanimity), physical and psychological stamina, interests, pleasingness, a self-reliant presence which commands respect, integration, penetrating social perceptions and delicate social sensibilities, and capacity for total involvment in the program.
3. SAGACITY	in terms of 'knowing the environmental score', of self-evaluation, and of wisdom to utilize long-term cause-effect sequences.
4. CULTURE	in terms of arts, humanities, world affairs, and hobbies—with special emphasis on an historical sense and breadth of orientation while retaining identity and integrity.
5. PROFESSIONAL	in terms of loyalty, integrity, identifications as expressed in subscriptions to and readings of professional literature, and of professional affiliations; in terms of awareness of the responsibilities and the social role of the profession, supported by a lively awareness of the sensitivities, responsibilities, and prerogatives of other individuals who have a professional investment in the child or his situation, and by an acute awareness of the long-range implications of responsibility for plans for a child; also, in terms of standards of conduct which can be emulated by students now and in the future; and in terms of professional—as contrasted with labor, or business, or political—attitudes where distinctive differences exist.
6. ETHICS	in terms of urges, interests, and zealous commitments to tested standards at personal, social and professional levels.

An individual may rate very high on COMPETENCY but very low on ETHICS because of a low urge for and commitment to ethical considerations; possibly even in spite of intensive training and a high degree of sophistication in ethical concepts— as these are likely to be discussed by those concerned with these basic problems. Such a person may add much to a program only to destroy its totality. His self interest, as he conceives it, may pre-empt ethical considerations even while he talks knowingly of ethical matters. His breadth of knowledge may be impressive, his personal charm outstanding, his sagacity unusual—even though of short trajectory—and his professional affiliations so extensive that he can become a formidable saboteur.

On the other hand, if his ethical urges and commitments are unblemished, except for errors due to limited SAGACITY he can be quite inconsequential. That is, ethical urges like competency, personality, sagacity, general culture, and professional orientation are interdependent.

His general CULTURE may be more than adequate, but his temperament (PERSONALITY) may be such as to cancel his contributions as rapidly as he makes them.

His competency may be exceptional but his interest in professional matters so limited that no growth can be expected— in fact, it is almost certain that in time he will go stale.

Thus, we see that all six criteria must be satisfied at the highest possible levels. The ETHICAL CODE we are concerned with is only one of six important criteria. Even this one facet of a residential therapist's qualifications requires elaborations at proximate and at more specific or concrete levels.

We well might bear in mind that although there is no experimental evidence for transfer of training, there is overwhelming clinical evidence for the significance of generalized attitudes. However, we must also keep in mind that these generalizations may become attached to whole sets of specifics to which opposed generalizations would be applicable. That is, these attitudes provide poignancy but not direction. The direction depends on such approaches as the attached CODE of ETHICS.

The first alternative (transfer of training) is concerned with specificities, the second (generalized attitudes) with abstractions. Thus, the problem is to bring the abstractions to bear directly and appropriately on specifics.

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For example, if the generalization is accepted that it is of primary importance that a child and an adult shall enjoy mutual trust, it is possible for the adult to attempt to express trust in the child by making exceptions for him; that is, by circumventing the accepted protocol of his organization. The child, instead of recognizing this as trust in him, may regard the manoeuvre as conniving; that is, as a gesture of depreciation for the organization to which the staff member looks for his livelihood, his status, his opportunity to practice his profession, and for support for his own disciplinary measures. The child has not been taught trust; rather, he has been taught dishonesties which dispose him toward sociopathy. In short he has discovered and identified with the (hopefully well-compensated) sociopathic traits of an adult. In the child these traits may become alarmingly disruptive. It is because of this fact that a child who has some asocial characteristics can be such a discerning detective. Society has always insisted that teachers shall be models. This is the reason. Hence our concern with lifting our ethical perceptions to the highest level of meaningfulness.

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At the ethical level issues of double standards (one standard for adults and another for children) invite endless discussion; at the individual level swords are drawn over personal rights versus sensibilities but when subjected to professional criteria, the answers are unequivocally on the side of sensibilities. Illustrations of these double standards are: smoking in student areas such as dining room, class rooms, movies, and student living areas; yelling, but requiring students to speak quietly; one set of table manners for students and the family and another for guests. The issue of personal rights when reduced to the lowest common denominator is not concerned with the principles of liberty; rather it is a sophisticated version of the baby's theme song, " I Want What I Want When I Want It". Residential therapists must have natural social sensibilities.

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In the interests of therapy, it may be accepted that low-pressure or permissive attitudes must replace high-pressure disciplines. Application of this dictum often brings to mind the fable of The Guileless Fool. SAGACITY and THERAPEUTIC PRINCIPLES appear to be at logger-heads. The novice in residential therapy attempts to reconcile these conflicting views with erudite phrases. But, the discipline of hard materials is more effective than the discipline of hard words, or soft words, or clever words. In our illustration, the hard material is the child whom we attempt to 'shape-up' into sound character.

In an effort to implement low-pressure and permissive methods, we may attempt to seduce the youth by letting him illicitely drive a vehicle, or visit a dorm without following accepted practices, or go barefoot in the snow without first getting medical or administrative clearance, or stay up after bedtime without respect to established protocol, or skip breakfast, or absent himself from chapel, assembly, or movies, or neglect care of his person or his room, or keep cash on his person which should be in the safe, or engage in petting parties, or to frequent unapproved movies. What, in effect, we are communicating is, "See, I am really a good guy," or "I agree with you about all this protocol bunkum," or "I, too, am an overgrown adolescent and you would do well to help me become the leader of your gang," or "I'll be your agent with the administration and in the process you can learn some smart politics, " or "I'll get on a first name basis with your parents and we'll manage."

When seen in perspective, it is obvious that these garbled therapeutic concepts —each of which could find a rationale in proved experiences— evidence, unless cooperatively designed with the administration, lack of sagacity or ethics or both in favor of ill-conceived principles, and are doomed for disaster.

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The generalization that " all children need self-expression if they are to develop their full creative potentials" has called for the writing of hundreds of books to define and delimit its applications. Even so, this generalization is drawn upon as a sanction for vandalism, impudence, disruptive behavior, licentiousness, and unmitigated license. A perfectly sound idea is used to justify behavior which will mean ostracism, hence limited social outlets, and general ineffectiveness in most life situations. In fact, the functional level of the afflicted individual will be so lowered that creativity will be reduced to a minimum. The only creativity that will be left to him is destructiveness. The principle of self-expression has been poised against self-discipline. Actually one without the other is sterile.

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Another significant generalization is to the effect that the program should be flexible. The psychological atmosphere which the practice of flexibility induces can result in a degree of casualness which rapidly can become irresponsibility. The staff member may linger over some words or a cup of coffee thereby failing to be at his post physically and psychologically when expected. His post may be the head of a dining table, or at a class, or at the ski slope, or at the water front, or the stable, or the rifle range, or at a committee meeting. Regardless of where he should be and isn't, the violation of professional obligations will shake trust in him as well as in the entire organization. Further, it places him and his organization in a hypocritical position when demands are made of students for punctuality. The more freedom an individual staff member has within an organization, the more essential it becomes that he view his responsibilities from a mature professional viewpoint. But it is easy to translate liberty into license. Such clearances, sanctions, and agreements as are indicated take on greater significance than would be the case where line of command is emphasized. Where professional responsibility on a team is implied or explicit, every procedure becomes an ethical matter. The staff member may talk well about ethical principles, but if he fails at this practical level, confidence in his character is shaken. The entire program begins to stagger. The principle of FLEXIBILITY has been mistakenly pitted against a principle of PROFESSIONAL RESPONSIBILITY.

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These examples point to the difficulties which confront everyone who adopts abstract principles as guides; but, as already has been indicated, training in specifics cannot be transferred. Further, the responsibilities of a residential therapist transcend all conceivable training. Hence we must work from accepted generalities.

The attached ETHICAL CODE is an example of this order of generalization. We hope, in staff discussion and in committee, to spell-it-out at the level of practical specifics; and, in the process, to consider priorities which can be uncovered in our study of the additional five criteria.

One statement, we believe, always holds true. It is: "Although ethical causes may fail for non-ethical reasons, if a procedure is required and is truly ethical, every other criterion must be required to align with it, unless, of course, another approach which also is ethical is available. Unethical expedients— even though showing a short term advantage— inevitably result in damage. Ethical conduct has at least a chance of proving worthwhile."

------Henry C. Patey February, 1966

THE CRUX OF THE PROBLEM OF EVALUATING THE IMPACT OF A STAFF MEMBER ON THE HAMPSHIRE COUNTRY SCHOOL PROGRAM

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HAMPSHIRE COUNTRY SCHOOL

North
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THE MANUAL

FOREWORD

Why the Manual?

Every statement in this manual should be, and hopefully is, implicit in THE CONCEPTUAL FRAMEWORK OF HAMPSHIRE COUNTRY SCHOOL. Why then should we require a manual? Are staff so dependent on rules and regulations that they must have these crutches in order to survive? Or, are staff so disposed to be prima donnas that they cannot abide guidelines unless the implications are so detailed that they can be held to them point by point; that is, until they in exasperation resign? Or, are we not able to attract people who are able to grasp and implement the principles set forth in The Conceptual Framework? Each of the above reasons at times appears to be causal; but, in addition we ask, "Are there good and sufficient reasons for a manual?" That is, Why a manual?

We accept traffic regulations. These take into account such variables as seasons, rising and bed time by ages, meal times, where to deposit dishes and silver, class schedules, where to procure stamps and to mail letters, when to expect snack bar to open, or what constitutes contraband. That is, regularity and consistency are accepted--to a point. But, in the past all of this has been covered in memoranda. The fact that these memoranda frequently were lost did not mean that they had been forgotten; and, if forgotten this could have been offset by the fact that with turn-over of students (and staff) new memoranda would replace the old. In putting regulations into permanent form are we not adopting an 'old-guard' type of thinking? Or, are we laying the foundation for a new 'old-guard'that will be fortified to quote chapter and verse? Or, are we simply clarifying our practices with the thought that if we are clear both as to rationale and specifics we shall be better able to modify the practices.

When the provisional draft of the manual was issued it became clear that everyone on the staff was relieved and happy. New Staff members were especially pleased. To establish 'ground rules' while in action had become arduous. It had become obvious that the hesitations resulting from an effort to improvise procedures were not only frustrating but embarrassing. It was especially annoying to discover that if the right lines in The Conceptual Framework had been recalled at the right moment an awkward if not a bad situation could have been avoided. We like to pride ourselves on being rational creatures and it is discomfiting to discover that this assumption has limited validity. This has been especially true for the writer of The Conceptual Framework.

The manual, then, provides ready formulations for implementing thoughtfully derived concepts. Further, for any situation there are likely to be a dozen methods which are consonant with basic concepts. The problem is not only to choose between satisfactory and unsatisfactory solutions but to choose among a multiplicity of satisfactory procedures. Here the question of consistency arises. Children equate consistency with integrity. If staff are inconsistent, even though every procedure could be justified by basic principles, the child finds this to be confusing. He will mature from this limited perspective but time is required for this process.

One of the greatest disturbers of family solidarity and harmony is this lack of consistency during the child's formative years. Out of it children learn to play parents against each other. This in turn can lead to disrespect for all protocol sponsored or even favored by adults. Hence, consistency is the first step toward integrity. Without the secure base of consistency freedom cannot come into being. Even in learning to play a musical instrument we first must learn to play strictly by the rules. Only later can we use license to advantage.

If parents, or their surrogates, get together on how to proceed they can be effective. From time to time they may change procedures but they should do this in unison. A manual is the score for this orchestration. From movement to movement the notes may be changed. Each shift on the local scene should bring a change in the score. If an instrumentalist starts to solo without the direction of the director of the orchestra, or if he persists in repeating discontinued phrases, the total production may be doomed. In making changes in the manual we shall be forced to reconsider the assumptions of our basic document in order that we may better understand our on-going creation of a grand counterpoint.

INTRODUCTION
to
THE MANUAL

ORGANIZATIONAL STRUCTURE: Whenever the permanency percentage of administrators, supervisors, teachers, houseparents and clinical consultants exceeds seventy-five for a period of two or more years we can hope for the type of democratic organization which is diagramatically represented on page six of The Conceptual Framework. However, whenever it is not possible to maintain this stability of staff (low rate of turn over) it will be necessary to put into effect hierarchical schema of a directorship which is set forth on page three of the same text.

Under the second set of conditions the Director will appoint committees to listen to problems of staff, to establish hierarchies of command in his absence, to plan and order the activities of the day and the week, and in general to 'run the show'. Where such personnel is unavailable he will step into the breach himself.

When the more ideal democratic organization is possible everyone will be able to function in the sphere of influence in which he is most competent, most comfortable, most needed, and most challenged. That is, intrinsic rather than extrinsic motives can dominate the life of the person who would like to function without thought of status or remuneration.

Much of the time we shall find ourselves resenting but dependent on the arrangements of a directorship. We shall be making experimental gestures in the direction of democratic processes. Some of these will be rewarding, but their limited compass will be frustrating.

When it would be simpler to accept the understandable hierarchies of a directorship, why should we burden ourselves in an effort to evolve a truer form of democracy? First, although loaded with frustration and grief the experience is more exciting and we hope to attract adventurous, creative people to our staff. They are willing to pay this emotional price. Second, the eternal quest for autonomous identity is ever beckoning. Third, if we are to have a vital part in preparing the leaders of tomorrow in our great democracy, we must create a community in which children can have a grass roots experience in this kind of life. Further, our children have the ingredients for this kind of leadership: intelligence, social perceptivity, and a dash of rebelliousness. With these characteristics fashioned in a mould of compassion at Hampshire Country School we should look forward to the production of a high percentage of outstanding leaders.

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CONTRACTUAL SIGNIFICANCE OF this MANUAL: The policies and instructions set forth in this manual have been stated and approved by staff and administration in the course of weekly staff meetings during the 1964-65 school year. Staff members are urged to keep this manual and its amendments available for ready reference.

It is provided in the STAFF CONTRACT that:

> "Staff members are expected to participate in the introduction of new, or the modification of old techniques to make them consonant with staff capabilities, physical facilities, and other resources. Practices as determined by the administration and staff shall be in keeping with the philosophical and theoretical statements in The Program (The Conceptual Framework of Hampshire Country School), and shall be binding on all employees. Insofar as is feasible these practices are and shall be enunciated in the Manual. This Manual may be amended as determined by the Director, or by the Staff subject to veto by the Director."

Acceptance of a payroll check or a professional fee automatically puts into force the provisions of this manual (or its amended form), regardless of whether or not the contract has been signed; but, provided that this statement has been placed in the hands of the employee.

PRIMARY STAFF FUNCTIONS: HAMPSHIRE COUNTRY SCHOOL is a complex, highly integrated community of surrogate homes. We are concerned with parental responsibilities to individual house units and to the school as an integrated home-community for all students. We must find a reasonable balance between activities of individual units and the school community as a whole. If at any time we fail to keep the children highly involved at both levels we shall shortly suffer a breakdown in all areas. Interplay and co-operative action between staff members and administration, and among staff members, is the essence of our successful co-operative effort.

We are surrogate parents. Surrogate is defined: "to put in the place of, agent or substitute". We have responsibilities as parents, as teachers, as recreation leaders, and as community organizers. This means that we have parental responsibilities in the original global sense. While our children are with us we are entirely responsible for them. We provide not only the homes but the community for the homes.

To serve as parents in this large sense of being teachers, recreation leaders, community organizers, guides and mentors, we must know where each student is at all times, and how the influences of the environment may be acting upon him. At one and the same time there must be an appropriate balance of protection and exposure.

But, no parent or houseparent can know where each of his children is at all times. Further, if the parent were to shadow his children to this extent, the autonomy of his children would be so violated that maturation would be grossly blocked. If this were not to occur, the parent would have a full-scale rebellion on his hands. Thus, we face a dilemma. We must know all about each of the children, but we must allow them the freedom to grow. Some parents are true artists in their adherence to the golden mean. But, too often there is too little or too much inside information and too little or too much supervision. What guidelines are there?

Our first guideline is to the effect that the good parent has the maximum of confidence and trust on the part of his children. This means that he should not impose on them responsibilities for which they are unprepared, nor should he deny them a reasonable amount of privacy and independence. Unfortunately, the parents who are most vocal in their claims to congruency with these guidelines usually are the most inept. Possibly an objective observer must apply the guidelines. If this goal is achieved it does assure from the children the courtesies which an executive would accord his secretary: where he is going, the purpose of the trip, how to be reached, and when to be expected to return. Also the trust should be such that miscalculations, unforseen hazards, accidents of significance, and other significant occurrences of trip will be placed on the record. These generalities hold at all age levels even though they may be stated differently for age five, fifteen, or fifty.

Second, the good parent takes responsibility for other children in the neighborhood and especially for those with whom his child associates. Each parent can presume to some extent on the coverage which other parents will provide to his children, but he will be very careful not to 'dump' his children on the community. In a surrogate home-community this is extremely important.

Third, he is objective toward the behavior of his children even while being their advocate. If other parents are 'covering' for him he will be appreciative rather than critical of their efforts. To the extent that he turns his children loose on the community he must become protective of the community. In a community that is likely to be viewed as a school-community this guideline is more important than in a 'natural' community, but again, it is more likely to be neglected. The community-minded parent will guard against the feeling that 'everyone picks on his children'. He knows that if this impression gains currency his children will not be accepted on a par with other children. When his children's misdemeanors are reported to him he will satisfy the community that his appreciation is real and that he has taken appropriate action. If he appears to be indifferent, or to be inclined to pretend concern which has little substance this will be taken to be a sanction of the misbehavior. If he is overly severe, the community will become overly protective of his children. This misplaced emphasis in turn will act as a sanction. This type of unvoiced sanction on the part of the parent or the community is one beginning of delinquency. A new neighbor is carefully evaluated by older residents on his or her acceptance and handling of community parental responsibilities. In a residential treatment community everyone is happier when a new staff member 'gets this picture'.

MANUAL

STAFF COMMUNICATION TO THE DIRECTOR OR HIS ASSISTANT

Staff members, before leaving the campus shall advise designated personnel of plans. This is essential to continuous supervision. Also, as a matter of courtesy, someone in a central location should know the whereabouts of a staff member if and when he or she receives a phone call.

The Director needs to know when students are off campus. Use the form at the information box in the first floor hall (near the office door) BEFORE you leave the campus with a student. Occasionally, even though infrequently, this information is critical. Its availability is comparable to insurance when we have a fire. (This form is in addition to the "Sign-out Sheet" attached to the wall nearby.)

Houseparents are expected to phone Mr. or Mrs. Patey for appointments with students. In order that Mr. & Mrs. Patey may not be overwhelmed by student visits, it is well for houseparents, the Dean, the secretary, or other personnel to attempt to answer as many questions as possible. However, the children MUST NOT feel that their lines of communication with the Pateys are cut off or even impaired. Further, a question may only be a pretext for an important life-line to the Pateys. Not only must the importance of the question be evaluated, but the validity of the child's feeling must be estimated. The repercussions of feelings of being "cut off" can be more damaging and overwhelming than a constant buzz of student visitors. Every staff member must develop his 'third ear'.

In dealing with a student in a house unit other than your own, it is normally desirable to deal through the houseparent of the unit in which the child lives. Emergencies may arise which make this procedure impractical in which case the student's houseparent should, as soon as possible, be 'briefed' on the incident for his guidance in any action he may feel to be necessary.

Restrictions must be reported AT ONCE to administrative personnel. This information is essential in the control of off-campus activities by the restricted student. These may include bowling, swimming, shopping, and recreation trips; also, this information may be crucial in making arrangements with parents for visits to the school which could involve off-campus trips. Also, types of punishment which violate the Conceptual Framework of Hampshire Country School can quickly gain vogue if this clearance is not effective. It is the responsibility of administrative and supervisory staff to keep the Director advised of such trends.

The Director must have, in writing, all information on awards, punishments, and restrictions for the clinical file; also, the houseparents estimates of progress and regression. This information is most important to phone responses to professional and parental enquiries; also to discussions with visiting parents. In our setting so many things happen so rapidly that it is impossible to remember significant facts to say nothing of relevant chronology without these notes. Printed forms are provided for these brief reports.

STAFF

Liability

The school's liability for staff members who have no school group insurance is limited to payments pro-rated according to the amount of salary and the length of service of the staff member as stipulated in the contract.

Animals

Hampshire Country School is not liable for injuries sustained by staff members while they are using school animals for recreation purposes.

Animals belonging to staff can be on school premises only subject to the terms stipulated in the contract.

Car Parking and Identification

Staff members' private cars on the premises are parked at the owner's risk. Each staff member is required to furnish the Director with 1.) Make of car, 2.) Style of car, 3.) License number, 4.) Proof of adequate insurance. Failure to provide these data may constitute a breach of contract.

Smoking

There shall be no smoking in the student dining room and in areas of public assembly. As a matter of courtesy those who smoke should be careful not to aggravate non-smokers, and especially those who would like to smoke but are not allowed to do so. (See the Conceptual Framework of Hampshire Country School for discussion of'Personalization and Depersonalization" and for discussion of recognizing the inherent dignity of everyone. These discussions are central to the Program to which each staff member is committed by contract.

Days Off

1.) Each unmarried staff member has 1 1/2 days per week (36 hours) free time. (1/2 day for clean-up, laundry, shopping, car, etc. and 1 day for recreation or relaxation.)
2.) Each married couple has one full day (24 hours) free time. One member of a couple can get the routines of existence (as above) done while the other provides coverage at the school. Again, this leaves 24 hours for recreation or relaxation.
3.) The condition for and limits of time off are stated in the contract. Usually it is best for staff to take time off as it is scheduled. The cumulative tension that comes out of long periods of work without a break are more damaging than the good which can be gained from a longer period of accumulated time off.
4.) However, no time off is allowed on days on which 'all-school' events are scheduled. These may be holidays or special events. If a staff member allows his private life to compete with major school occasions, we cannot have the esprit de corps which makes life livable, and which assures success for our efforts.

Schedule

The Director requires written notice of any deviation from the established schedule.

STUDENTS

Allowance

Before 3:30 P.M. on Wednesdays a request for the weekly allowance of unit members is given to Mrs. Patey through the main office or to her delegate as assigned by her.

The allowance is to be picked up at a time and place designated by Mrs. Patey.

The sum of $1.75 per week is available for individual student allowances.

In addition, the sum of $0.75 (seventy-five cents) will be held in trust by the Director for the financing of activities which he deems to be advantageous to the students. Any part of this seventy-five cent sum which has not been used by the end of the school year will be invested in equipment of cultural significance, e.g., records, tapes, films, books, etc.

The sum of $o.60 (sixty cents) per student per week will be available for unit snacks or other entertainment on the campus.

Houseparents duties include a check with each of their students as to funds needed to meet costs of trips and activities.

Houseparents retain not more than $20.00 of student monies at any time. Surpluses shall be deposited in the office safe where they can be drawn upon as needed.

Dispensing of and accounting for student funds is the responsibility of houseparents. Prescribed accounting procedures shall be followed. For example, the break-down of expenditures shall be shown: Sept. 5, 1965 Boston to Ballet; admission $1.50, snacks $0.25, transportation $1.50 (pro-rated among passengers) Debit Total $3.25.

Smoking

See attached letter on smoking.

Fines

Fines shall not be imposed in amounts that reduce the allowance to less than $0.50 per week without the approval of the Director, or, in his absence, his delegate. Fines not involving property damage or loss will be added to the account described under Allowance paragraph four.

Damage

Staff members are to check their units daily for damage and to report such damages to the Superintendent of Buildings and Grounds.

The cost of damage shall be charged against the allowance of the individual student. However, if the student cannot be identified, but the unit in which the individual lives can be identified, the unit shall be charged. If the unit cannot be identified but a larger group can be identified, the next larger group shall be charged. If no responsibility can be determined, except that it is a student or group of students, the entire student body shall be charged.

It is basic that students shall learn to accept citizenship responsibilities rather than to adopt the anti-social attitudes which are expressed by such words as "fink".

If damage to property is not reported due to negligence on the part of a staff member, the staff member becomes personally liable for the damage.

Damage from June 1 to Commencement, unless the responsible party is easily identified, shall be pro-rated among all students.

Damage (Con't)

One half of the unit allowance for a three month period shall be held in escrow to defray sosts of property damage by students. Balances from this amount will become the property of students as they terminate contact with the school, --provided only that they leave in good standing. If they do not leave in good standing their balance shall be placed in the account for equipment for cultural activities.

Snack Bar

Snack bar and school supplies are available according to the schedule posted at the entrance to the snack bar area.

Students may spend $0.50 (fifty cents) per week for snacks.

Evening snacks, whether purchased or served from the dining room or kitchen, are to be consumed in the group setting, —not carried to individual rooms. House parents will arrange space for these snacks and provide supervision.

Physical Condition of Unit Areas

In general, houseparents are responsible for the physical condition of their units.

Each student is held responsible for his own room and for his share of the care of common living areas. Supervision involves demonstration and help as well as direction.

A general cleaning (dusing, sweeping, scrubbing, waxing) shall be completed on each Saturday morning. With some groups a more frequent general cleaning is necessary.

Regular or spot checks of conditions of living areas shall be made at least once a week. Results of these inspections shall be reported to houseparents. Occasionally public announcements of results may be made.

Permission Slips

Permission slips, issued by a houseparent and initialed by the host, are required for student visits between units.

A houseparent, as a matter of courtesy, should phone the host before issuing the permission slip to determine that the visitor will be welcome.

All slips are to be signed "in" and "out" by both houseparents; that is, the child's houseparent and the host.

The issuing houseparent will use his judgment as to the necessity for a slip in case of a verbal understanding with the host. If no slip is issued the host shall phone the houseparent to report time of arrival and departure of the visitor.

All slips are to be alphabetically arranged and submitted to the main office at the time for the weekly request for allowances; that is, at or before 3:30 P.M. on Wednesdays.

No permission slip is to be issued for an activity for which the student is not equipped, e.g. : skiing, sledding, skating, swimming, etc

Students on the "visible" campus during recreation hours need no permission slips.

Visits by students between units shall be confined to living rooms. They shall not be in students private rooms.

Sports and Recreation

Lists of students participating in various sports are to be posted and kept up to date by responsible staff members.

Arrange for off-campus activities (swimming, bowling, trips, etc.) before the question of transportation can become an issue. For example, if the activity is to be on Saturday arrange for it not later than Friday.

Laundry of Bedding

Houseparents are responsible for each student changing at least one sheet and one pillow slip weekly. Houseparent may insist on more than this amount.

Laundry for the unit is brought to the office and on its return is collected at the office. A list of contents shall accompany each laundry bag and a carbon copy shall be kept by the houseparent. Service charges are handled by the main office. Allow it time for making its records.

Student Personal Laundry

Student clothing may be sent to the laundry. The laundry bills the school. The school in turn bills the parents. Duplicate lists of the laundry shall be prepared by the houseparent or under his supervision. The houseparent shall keep the carbon copy.

If there are irregularities in contents or handling of laundry the houseparent shall make notations on the carbon copies. The duplicates shall be turned in at the office at least twice during the school year and twice during the summer.

Dry Cleaning

Each item must be labeled. Where the parent has not sewn in the name, the houseparent becomes responsible. These items are charged to the school. The school in turn bills the parent.

Laundromat at School

One unit is located in the basement of the main house and one in the basement of the Boathouse. These may be used for personal or for unit laundry. The laundry unit and the drier require one quarter each. If houseparents advance quarters for the laundry of students these will be refunded on presentation of the statement at the Main Office.

Study Periods

Lesson preparation is logically within the houseparent's jurisdiction. Usually it is between 7:00 and 9:00 P.M. (Elementary 7:00 to 8:00; J.H.S. 7:00 to 8:30; and H.S. 7:00 to 9:00 P.M.) Students are restricted from other activities during their study periods. Alternative hours may be arranged by houseparents, but where this is done especially close supervision is required. This is an area in which a fair degree of consistency is significant to the total community.

A form for the use of subject matter teachers will indicate home study assignments. Teachers will place these in the Dean's office.

Study Period (Con't)

Houseparents shall initial these forms before placing them in the Dean's office. If there is an adequate reason for the student not completing an assignment the houseparent shall state the reason on the back of the form.

Substitute houseparents shall sign and return the forms in the absence of the regular houseparent.

Chapel

Chapel will convene on Sundays at 5:50 or 6:20 P.M. The availability of speakers and other services may determine the time.

Services will be opened with recorded music. Houseparents are expected to bring their children to these music services on time, and to make certain that no confusion is created, --for example by whispering. Again, the manners of the staff are most important. One example of a staff member talking in an undertone during this service can do damage which cannot be overcome during the school year.

Movies ---- on campus

Weekly movies will be shown. All students and all otherwise uncommited staff are expected to attend. Houseparents are responsible for the attendance and promptness of their units. If houseparents have other commitments they will stay with their units until relief supervision has been effected.

When movies occur at the same time as staff meetings those attending staff meeting shall be notified of the probable closing time at least 10 minutes before the end of the movie. The meeting shall be adjourned in time for houseparents to be waiting for their units as they leave the movie.

There shall be at least four supervisors at each movie:--one to operate the projector, one to be seated in the audience, one to accompany students who leave the movie either to return with him or to place him in the costody of another staff member, and one to be stationed at the exit. This is the minimal coverage.

Boys will occupy front seats. Girls will be seated in the rear.

Movies ----off campus

All movies off campus shall be highly selective. It is doubtful if there are more than a half dozen movies a year that are worthy of our patronage. Off campus movies shall be passed upon both by the Movie Committee and the Director. Adequate time shall be allowed for a review of the movie before it is proposed to students. In general, the need to go to movies reflects a limited program in the house unit.

Those who accompany students to movies are responsible for their conduct. Again, in general, the responsibility for another person's child is more stringent than it would be for one's own child.

Bed Time

On nights preceding school sessions (i.e. Sun., Mon., Tu., We., Thur.) students shall be in bed with lights out according to the following schedule for ages:

AGE	TIME
8	8:00
9	8:15
10	8:30
11	8:45
12	9:00
13	9:15
14	9:30
15	9:45
16 and over	10:00

On Friday and Saturday nights the bed hour is thirty minutes later. In the event that students are returning late from an approved trip, the time shall be adjusted. Likewise when school is not in session the bed time is one-half hour later.

Rising Time and Breakfast

Normally the rising time shall be: School Days 7:00, Saturday 7:40 and Sunday 8:40. Breakfast shall be twenty minutes later, i.e. School days 7:20, Sat. 8:00 Sun. 9:00. Unless prior arrangements have been cleared with the Director and the Chef everyone is required to be at breakfast.

Kitchen

Except under most unusual circumstances staff and students stay out of the kitchen.

Student aid in the kitchen is disapproved by the State Board of Health. This makes it impossible to use student help in the kitchen without violating regulations. (This includes the dish washing area.)

The Chef is responsible for the kitchen, the dish washing area, and the storage area. His cooperation is solicited in the dining area, but this is not his responsibility.

Dining Room

The appointed dining room host or hostess will supervise the dining area & will arrange seating plans, and decorations with the advice of Mrs. Patey. The support and assistance of staff is available to the host or hostess in the seating, serving, and discipline.

The cleanliness of the space surrounding a table is the responsibility of the supervising staff member at that table.

Student coffee drinking is limited to one cup for breakfast for those who are age 16 or over. The host or hostesses shall prepare this list.

Each table supervisor shall establish a schedule for waiters. There shall be only one waiter per table per meal.

It is especially important that those who are doing the waiting shall be gracious in demeanor and alert to the needs of those at the table. However, all requests of the waiter shall be made by the table supervisor. Over a period of time the manners and attitudes of students at a table will reflect the manners, attitudes, and expectations of the table supervisor.

> (Most of our children are quite capable of exquisite manners. Only those who know "good" manners can practice excruciatingly offensive manners. It is the responsibility of staff to establish tone and expectations.)

All food must be sampled by all students, but quantities may be very small. If the office has on file a statement from a physician to the effect that a student has an allergy, this rule may be overlooked with respect to the foods named by the physician.

All students at any specified table shall remain at that table until deserts have been eaten. If a staff member remains at the table for coffee or conversation with other adults, the students may be dismissed.

Waste of food snall be discouraged.

Waiters shall carefully scrape dishes and stack them on the counter in an orderly arrangement which will facilitate dish washing. The table supervisor shares responsibility with the host or hostess in this area.

It is anticipated that the decorum of the dining room will be reasonably quiet and orderly. In so far as possible voices shall be modulated to the point that they can be heard by others at the table but not at other tables. Talking between tables is to be discouraged and shall be permitted only with the prior consent of the heads of the two tables. Usually it is better for one party to slip quietly to another table to convey a message.

Also, decorum requires that everyone shall be clean, appropriately dressed, prompt, and gracious to others in the dining room. This is where the tone is set for the day. Staff, of course, should be exceptionally circumspect.

Responsibility of Custody

With our own children we can run calculated risks. With other peoples' children we need to be much more cautious. This applies to care of cuts and colds, to the hazzards involved in riding on a truck or tractor, to unsupervised swimming, to skating on thin ice, etc, etc. It is not enough to persuade ourselves that this is the way we were raised, or that this is the way we would raise our own children. The custody of children not of our own families invoves a more exacting responsibility.

North
HAMPSHIRE
COUNTRY
SCHOOL
Riding

HAMPSHIRE COUNTRY SCHOOL

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February 10, 1966

To Hampshire Country School Parents and Staff:

As you may imagine, Hampshire Country School is no different from public school or other independent schools in being constantly faced with the problem of what to do about the matter of smoking by students. Generally speaking, there are three types of attitudes among which the school administration could choose.

1. We could wash our hands completely, and make absolutely no attempt to control the situation. There are both moral and legal objections to any such policy: moral because our conviction that smoking is harmful to the health would certainly require us to make every reasonable effort to curtail the practice; legal because the fact that a carelessly discarded cigarette is a fire hazard would make us liable in case of catastrophe, unless we could demonstrate that we had taken every step to eliminate such hazards.

2. We could set up smoking hours in specified areas for those students, if any, who had their parents' written permission to smoke. This would be a compromise solution, and like many compromises, would prove to be no solution at all. Past experience with this compromise, not only at other schools but actually right here at Hampshire Country School, indicates that there would be a continuing problem of control. It has been found that the practice of smoking is not confined to those who have permission but spreads to others; it has also been found that the smokers do not confine themselves to the authorized times and places, but continue to smoke whenever or wherever, they feel like it— provided they feel they are unobserved.

3. We could set up a policy of eternal vigilance, recognizing that it may not be possible to effect 100% elimination of student smoking, but at least knowing that every effort is being made for the school to discharge its moral obligation to protect the health of the students, as well as its legal obligation to eliminate all known safety hazards.

The following memorandum is intended not only to describe in some detail the background of the student smoking situation at Hampshire Country School, but also to explain why we made the decision which we did in regard to the present smoking situation.

A YEAR ROUND PROGRAM FOR POTENTIALLY SUPERIOR YOUTHS WHO NEED SPECIALIZED HELP IN ORDER TO FUNCTION AT THEIR OPTIMUM.
GOVERNED BY NORTH RIDING, INC., A NON-PROFIT ORGANIZATION.

The memorandum is concerned mostly with boys and girls aged 13 and older, on the assumption that if younger boys and girls smoke it is due to the influence of older students or adults. Further, with youngsters under 13, the parents' decision to enroll the student is sufficient for the school, although naturally we prefer that the prospective student also wishes to come. With students over 13, the student's desire to attend Hampshire Country School is paramount, and without this expressed desire the school will not accept the prospective student no matter how anxious his parents may be. Because of this expressed desire before enrollment, the school has a right to expect a higher degree of co-operation with school regulations. I am assuming that for the younger boys and girls it is possible for adults to provide protection, teaching, or discipline to reduce their smoking to a non-habit-forming level. As I shall point out, this assumption cannot be made for most teen-agers.

The history of the situation at Hampshire Country School is briefly this: At one time, about three or four years ago, we attempted to control smoking by limiting it to those students who were in the high school grades or who had reached their fifteenth birthday, and had parental consent. We supported this policy by providing a fire-proof smoking room, and by rationing cigarettes. Our experience with this policy, as in other schools which have adopted it, is that all such compromises are ineffectual. We found that the practice of smoking was creeping down the chronological scale to age eight or even lower. We found that promises by the permitted smokers to protect younger students were not kept by their successors, or even by themselves. We found that those who did not have permission were adopting the very questionable ethic that smoking was all right "if you were not caught". If a respected adult is found who endorses this view (as occasionally happened) dry rot may develop in the entire ethical system. This can be as bad as, or worse than, smoking plus alcohol.

On October 29, 1962, I circulated a memorandum stating that after June, 1964, students at Hampshire Country School would not be allowed smoking privileges. This twenty-month interval was set up in order that students who smoked might complete their stay at Hampshire Country School, or quit smoking, or find other placement. Further, this interval would allow for an almost complete turnover in student body. In other words, all present students have been enrolled after the expiration of the period in which smoking was allowed; they have been warned at the time of enrollment that smoking is not allowed, and because they know that smoking is against the rules they cannot claim immunity from any regulations which may be set up to enforce the ban.

When this stand (the abolition of limited smoking) was taken, several parents expressed enthusiasm, and only wished that we had taken it earlier. This was most emphatically true of parents of those children who apparently had taken up smoking after joining our student body.

We have no way of knowing how many children became habitual smokers before coming to us. Usually they will not reveal such information to authority figures. Their parents, often contrary to their own quite strong impressions, cannot really know. We are reasonably certain that the few who have smoked regularly before enrolling here would welcome fool-proof restrictions after joining us. However, this small group usually lacks the strength to resist an invitation to join others in a social smoke. Those children who smoke in order to placate their rebellious impulses or to gratify their status strivings, rather than to gratify a habit per se, capitalize on this weakness which they discover in those students who have a past history of smoking.

In the recent months, smoking seems to have spread among the students at Hampshire Country School. (It is admittedly difficult to be sure of facts in this illicit area.) For example, a year ago we were sure that not one of the girls on the campus was a smoker. Then one girl introduced the practice— apparently as an occasion for being with the boys. Then a new little girl who, so far as we can learn, had not been smoking, joined her. Several months later another new little girl observed that these two girls had most of the "ins" with the boys, and asked to join them. (Although the bright thirteen-year old exhibits all of the stirrings of adolescents, it is clear that her background has not prepared her to accept responsibilities normally accepted at her age. Not only the staff but the students appear to recognize this difference and in all likelihood would grant her the immunities usually granted to much younger children.) They acquiesced since they felt that their own position would be better protected if they "included her in". Fourth, a girl entered who had been smoking for some time, but who would have welcomed a complete restriction in order to break the habit, but the first of the above three girls invited her for a smoke when most of the other girls were busy— during ballet practice, for example. By this time one-third of the girls were smoking.

The staff has spent many hours exploring suggestions. Most deterrents such as the horrifying movies of damaged internal organs of constant smokers do not appear to compete with rebellious urges and status strivings. One control we have not been able to try is a quarantine residence. Since most teen-age smoking seems to be socially motivated, I suspect that a quarantine might sufficiently discourage the practice. One such unit would cost approximately twenty-five thousand dollars— but I would like to try it! An idea that has been tried in reformatories is to give each child four cigarettes every morning. This of course is another facet of the idea of limited permissive smoking, and subject to the same criticisms. In addition, we anticipate that this practice would increase bullying several hundred percent. We must admit that we have not tried everything which has been suggested as a deterrent, but we feel that we have tried all feasible controls that have been suggested to us. We have come to the conclusion that we have one choice left: the choice of surrendering, or of dismissing— or at the very least, suspending indefinitely— the offending smokers from the school. That is, that the time has come to "fish or cut bait". We have foreseen this alternative for a long, long time. For a wide variety of reasons, we don't like it! A sizeable number of staff members, in reaction to this proposition, have suggested that if we take this firm position we may well lose up to 90% of our students, and that consequently it might be wise if they (the staff) started to look for other positions as soon as possible. This suggestion comes from some of our more able people— those who are most likely to know those details which are never reported to the head of the school.

Personally, I do not believe that the situation is this critical, but I must admit that it could be. Certainly it is quite serious even if not this critical. At present about 15 students smoke with as much regularity as the supply allows. Other students are involved in procurement, or as look-outs, or in proving that they are not chicken.

Figuratively, my position is that I would rather burn down than to burn up. If the issue were literal, it is unlikely that I would have this choice. In any case, I would rather close down than burn down. We have considered this eventuality, and some of us are hopeful that not too many children will have to be dismissed or suspended. In any case, we know what we have to do.

One girl, the one who introduced smoking to our present group of girls, has been sent home, and we can now report that two of those girls who had been involved with her are not at this time smoking. It is impossible to say which boy or girl will be next to go. The formula is: of any group found to be or to have been smoking, that boy or girl who has been enrolled for the longest period of time, except as modified by such individual problems as disregard of other regulations, age, and influence on other students, will, until such time as we have a quarantine residence, be suspended or expelled. The rationale for this formula is that the one who has been here longest has had the greatest opportunity to identify with the school and its regulations, and therefore the least excuse for violation of the rules.

One lesson that we have learned from our efforts to control smoking is that half-way measures only cause confusion and an inordinate excess of supervision. This intensifies the no-trust atmosphere, hence we feel that we must take a 100% position. This type of position always proves awkward. There is no room to turn around. Its dangers can be comparable to those of a nuclear bomb, but anything less seems only to perpetuate the war. It follows then that even though awkward or dangerous we have no alternative step available to us— at least until someone, somewhere, sometime makes the much sought after suggestion. Fully as great vigilance is essential for the younger boys and girls, and we hope— with this vigilance— to continue to keep smoking in this age group to the absolute minimum.

This policy in regard to student dismissal has a corollary: if any staff member or transient employee is known to aid, abet, condone, or conceal the practice of student smoking, his or her services will be terminated at the first moment that he can be replaced or that other arrangements can be made to cover his essential responsibilities.

Furthermore, since unsupervised cash in the hands of students makes cigarettes available, we feel we must say that any parent or sponsor who, contrary to the provisions of the enrollment contract, provides illicit pocket money for his child may be asked to come to the school at once in order to effect the immediate removal of the student. (May I suggest that if you have mislaid your copy of the enrollment contract you send for a replacement.)

We are convinced that we have correctly assessed the feelings of the parents in regard to this general situation, and that we may count on their continued support in our efforts to solve the problem.

Sincerely,

Henry C. Patey

Henry C. Patey, Director

HCP/p

HAMPSHIRE COUNTRY SCHOOL
Timbertop
EAST RINDGE, NEW HAMPSHIRE

July 1, 1966

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Child Care Supervisor
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Secretary
JEAN B. LAPRISE, JR.
Plant Superintendent

MEMO

Dear Mrs. Brackeen:

Your question as to why the manual includes a discussion of smoking but not of drinking is interesting. The question of student smoking, or of staff smoking in areas frequented by students, is regarded by many individuals as being of marginal importance; hence the discussion. Only a few place the use of alcohol in this dubious classification. Rather, most individuals who have had the experience of working with bright, neurotic children regard drinking as so serious as to be classifiable with other reprehensible practices which we need not mention. I had so completely accepted the view that the use of alcohol would be so limited by any individual concerned with his responsibility as a 'model' that I had not thought to mention the issue.

Drinking appears to be inconsequential to most of our children if they learn that a staff member occasionally has a social drink. But, it is shocking for the staff member to be seen drinking, or to be smelled afterwards. Like many practices, drinking can be intellectually perceived, but it must not be perceived by the senses.

It is pointed out in the Code of Ethics, the Qualifications of Staff Members, and the Conceptual Framework that a primary function of a staff member is to serve as a model. It follows that anyone who is insensitive to this, or to many other unmentioned issues, does not have a rightful place on a staff which is concerned with the residential treatment of our bright, neurotic children.

Henry C. Patey
Director

A YEAR ROUND PROGRAM FOR POTENTIALLY SUPERIOR YOUTHS WHO NEED SPECIALIZED HELP IN ORDER TO FUNCTION AT THEIR OPTIMUM.
GOVERNED BY NORTH RIDING, INC., A NON-PROFIT ORGANIZATION.

HAMPSHIRE COUNTRY SCHOOL

CONTRACT

North
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COUNTRY
SCHOOL
Riding

EMPLOYEE COPY

CONTRACT

THE CONCEPTUAL FRAMEWORK of the HAMPSHIRE COUNTRY SCHOOL PROGRAM and derivative policies respecting the health (emotional, physical, and spiritual), education, and welfare of the school's children as prepared by Henry C. Patey, hereinafter referred to as the Director is herewith accepted by:

____

hereinafter referred to as the Employee, as being basic to appointment and continued employment by Hampshire Country School. The employee herewith accepts as his or her responsibility the implementation of the CONCEPTUAL FRAMEWORK of the HAMPSHIRE COUNTRY SCHOOL PROGRAM (Fundamentals of Viewpoints, Policies, and Practices), hereinafter referred to as The Program, as stated in the printed publication under said title; that further, the Co-directors shall make determinations as to whether this commitment of the employee has been or is being fulfilled. Hence the appointment is on an indefinite basis.

Staff members are expected to participate in the introduction of new, or the modification of old techniques to make them consonant with staff capabilities, physical facilities, and other resources. Practices as determined by the administration and staff shall be in keeping with the philosophical and theoretical statements of The Program, and shall be binding on all employees. Insofar as is feasible these practices are and shall be enunciated in the Manual. This Manual may be amended as determined by the Director or by the staff subject to veto by the Director. Basic concepts (The Program) shall be amended only after intensive and long-term study (theoretical issues, 3 - 5 years; philosophical issues, 5 - 7 years). Theoretical issues are limited to what appear to be advances in the thinking of psychology, psychiatry, sociology, education, and other relevant professions. It is recognized that the stated Program is the product of many years of experimental experience, and it is intended that it shall be altered only after comparable efforts have demonstrated that alterations will improve the basic model.

The above statement is incorporated in the contract in order that the basic design may not be warped by immediacies, slippages, opinions of individuals, or what appear to be persuasive arguments. By analogy to the basic law of the United States, the basic design (that is, The Program) shall serve as the constitution; the alterations as the amendments.

It further is intended that those who attempt to change the structure without participation of the Board of Trustees, the administration, the entire staff and consultants in the careful study described above shall be identified as standing in contempt of our basic document.

Also, the NEA - CEC - HCS statement and interpretation of ethics shall have comparable bearing on the continued services of an employee.

During the first year of employment, evaluation conferences shall be held at the mutual convenience of the Director and the Employee during the second half of August, the second half of December, the first half of February, and the second half of June. Thereafter, evaluation conferences shall be held in December and June. In the event that one of these periods would interfere with a vacation or with the meeting of an emergency situation, the conference shall be moved forward or, if this is impossible, it shall be on the first possible date thereafter.

The gross cash salary of the Employee shall be $ __________ each half month. It shall be due on the first and the sixteenth of the month for the preceding half month.

SALARY INCREMENTS shall be at least 4% of initial salary each year for first three years, 5% of initial salary each year for fourth through tenth year. At end of third and tenth year of employment, the status of employee shall be reviewed by a committee to be appointed by the Director. If employee registers dissatisfaction with choice of committee membership in advance of its action, the Director shall refer the selection of the committee to the Board of Trustees.

The School shall refund 50% of basic costs of attending PROFESSIONAL CONFERENCES if the Director has approved the attendance in advance.

In addition to the above stipulated cash salary, the school shall furnish benefits as listed below:

LIVING ACCOMODATIONS: ____

____

Duties for which employee is specifically appointed are as follows:

TEACHING: ____

____

HOUSEPARENTING: ____

____

EXTRA-CURRICULAR: ____

____

MAINTENANCE and/or CONSTRUCTION: ___________________________

____

KITCHEN: ____

DOMESTIC: ____

OTHER: ____

____

INSURANCE

GROUP INSURANCE: Full time employees are eligible for the school's Group Insurance Plan which is underwritten by the Massachusetts Mutual Life Insurance Company of Springfield, Massachusetts. Such coverage is offered on a non-medical basis during the first thirty (30) days of employment. The school assumes an increasing share of the cost as longevity of service builds up.

Among the benefits provided by the insurance company are the following:

EMPLOYEE ONLY	
Life Insurance	$2000
Accidental Death Benefit	$2000
EMPLOYEE and/or DEPENDENTS	
Hospital per day for 70 days	$ 15
Other charges	$ 300
In-hospital calls, 70 days at	$ 3
Surgical Schedule	$ 300
Radiation therapy	$ 150
Pregnancy (all hospital charges - $75 for doctor's fees)	$ 120
MAJOR MEDICAL	
Limit	$5000

Deductible: $100
Co-insurance: 75% of first $2000
100% of balance to $5000

Group Insurance deductions from employee's semi-monthly check will be as follows:

	Period of Service		
	Less than One year	Second year	After two years
Single Male	$ 5.00	$ 0.00	$ 0.00
Single Female	6.70	1.73	0.00
Male with Dependents	10.00	6.67	3.34
Female with Dependents	11.73	8.40	3.34

Also included in the Group Plan is a $35 weekly disability income payable for 13 weeks. This is integrated with sick leave provisions as follows:

(1) During periods of hospitalization, the School will pay that sum which represents the difference between income from Workmen's Compensation and/or Insurance Disability income (less $35 if employee is not a member of the School Insurance Plan) and 70% of cash salary for period determined at the rate of 2 days for each week's employment up to a total of 13 weeks of benefit. In any event, Workmen's Compensation will be payable according to state law and the $35 weekly insurance income (1st day accident, 8th day sickness) is available up to 13 weeks. After 13 weeks, school liability ceases.

(2) For sickness or accident not involving hospitalization, the school will pay the following percent of cash salary at the rate of 1 day for each week of employment up to a total of 10 days of benefit during the given year of employment: 1st year 50%, 2nd year 55%, 3rd year 60%, 4th year 65%, 5th year and thereafter 70%. All sick leave must be certified and documented by a physician.

Personal property of employee brought to school premises shall be the entire responsibility of employee, except as follows:

FIREARMS brought on school premises shall be reported and secured. No hunting is allowed on school premises; nor shall hunting at any location by students be encouraged.

The care, housing, food, and veterinary expenses of ANIMALS belonging to staff or staff families are the entire responsibility of the owners. If, in the judgment of the Director, an animal is a nuisance, it shall be contained to the satisfaction of the Director or be removed from the premises.

TRAILERS, MOTORCYCLES, BOATS or any item involving questions of liability shall be brought on premises only with the knowledge and consent of the Director. Full descriptive data concerning such items shall be filed with the Director.

If an automobile is to be used for transportation of students or for any school business, adequate insurance shall be carried and recorded with the Director. The vehicle and its equipment shall satisfy a mechanic named by the Director. The employee shall pay for the inspection and for repairs, parts, or equipment needed to satisfy the mechanic.

MILEAGE for transportation of students is as follows (per mile): one seat vehicle 6 1/2¢; Volkswagon, Saab, etc. 7¢; compact sedan 7 1/2¢; sedan or equivalent 8¢; compact station wagon 8 1/2¢; station wagon 9¢; microbus or 10 passenger vehicle 10¢. Each usage of the vehicle for which charges are made by the employee shall have been authorized by the Director.

Unless emergency requires, no student shall be taken off school premises without authorization of the Director.

I am / am not willing to use my automobile for school purposes. ______________
Initials

If transportation of employee is required of another staff member or the school, employee shall pay to the car owner at the rate per mile stated above. If this service is during hours for which car owner is compensated by the school, it must be authorized by the Director and the school shall be compensated $2.50 per hour for the time.

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STUDENT PROPERTY AND EXPENSES

All expenditures on account of students shall have authorization of the Director. Employee shall not make purchases from or make sales to students. Every feasible effort shall be made to keep student expenses to a minimum.

Employee shall exercise care that student property shall not be damaged or lost. Trading of property not personally earned by students shall be actively discouraged. Unless student property has been purchased from student's earnings, it is to be regarded as, in the final analysis, belonging to the parents.

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SCHOOL PROPERTY

Inventories shall be submitted as requested.
Employee shall avoid unnecessary expense and protect all school property of which he has knowledge.
School property, except as agreed in this contract or specifically authorized by the Director, shall not be presumed to be for personal use.
School property for use of staff children shall be equitably shared.
Food shall be provided only in the dining room and as otherwise approved by the Director.

The duties of Employee may be changed by the Director (when, in this contract, authority is vested in the Director, it is his right to delegate his authority) to more adequately serve the health, education, and welfare of the children, or the general welfare of the School. The above notes are guides rather than prescriptive assignments. Since the delegation of specific administrative or executive responsibilities is common practice of the school, such delegation is to be interpreted as 'being in the course of duty'.

The weekly time-off shall be:
For single persons: 36 hours per week.
For married couple: (together) 24 hours per week.
Or: ______________________________

Vacation time shall be accumulated at the following daily rates per month during time of employment.

YEAR OF EMPLOYMENT

Month of Year	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th
1	1	1	1	2	2	2	2	3	3	3
2	1	1	1	2	2	2	2	3	3	3
3	1	1	1	2	2	2	2	3	3	3
4	1	1	2	2	2	2	3	3	3	3
5	1	1	2	2	2	2	3	3	3	3
6	1	1	2	2	2	2	3	3	3	3
7	1	2	2	2	2	3	3	3	3	4
8	1	2	2	2	2	3	3	3	3	4
9	1	2	2	2	2	3	3	3	3	4
10	2	2	2	2	3	3	3	3	4	4
11	2	2	2	2	3	3	3	3	4	4
12	2	2	2	2	3	3	3	3	4	4
Totals	15	18	21	24	27	30	33	36	39	42

Vacation shall be taken at the mutual convenience of Employer and Employee or as follows:

____

There shall be no accumulation of time-off for extra vacations or additional salary unless this is approved in writing in advance by the Director. Such accumulations shall not exceed five days unless specifically requested in writing by the Director. There shall be no time-off during the week immediately preceeding or immediately following a school recess. Staff shall be available for all-school activities and exercises, for all-school events and for holiday activities in which the school as a whole participates.

PERSONAL EXPENSES AND PROPERTY

Personal expenses (telephone, laundry, etc.) shall be deducted from pay checks unless paid at a prior date. If employee's child participates in a school activity, costs on account of employee's child shall be levied at the same rate as for other children. Personal expenses of employee are his or her responsibility except as otherwise stipulated in this contract or as follows:

If personal guests are provided meals by the school, the employee shall compensate the school at the rate of 75¢ for breakfast, $1.50 for the noon meal, and $1.00 for the evening meal. All overnight arrangements for guests and meals for guests shall be authorized by the Director.

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RECORDS AND REPORTS

All records and forms required by the Director shall be completed and submitted. Progress reports covering all aspects of work as specified or requested by the Director shall be prepared and submitted.

Requisitions for expenditures of $5.00 to $25.00 for school or students shall be submitted at least 48 hours in advance. For amounts greater than $25.00 requisitions shall be submitted at least five days in advance.

Sales slips or other detailed evidences of expenditures shall be submitted within 24 hours except that expenditures during week-ends shall be anticipated on Fridays and accounted for on Mondays.

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TERMINAL CHECK

Terminal check is not payable until final accounting is complete, e.g., charges for keys, telephone calls, laundry, etc.; also, until outstanding reports and forms shall have been submitted. Copies of researches and project reports shall have been made available to the school; and, the school shall have had the opportunity to copy photographs taken of school children or of school premises. Employee, if living on school premises, shall have removed personal property from quarters, prepared same for inspection, and be ready to leave premises.

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REAPPOINTMENT

If employee is reappointed, the provisions of this contract shall remain in effect in respect to: salary increments, accumulated time off, insurance provisions, and mileage charges for car. Other provisions may be changed by the Director.

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____

is employed by Hampshire Country School for an indefinite term pursuant to the terms of the foregoing contract which he certifies that he has read and understood.

Dated ______________________________

Hampshire Country School, Employer

By: ______________________________ ______________________________

Director Employee

EVALUATION RECORD —— HAMPSHIRE COUNTRY SCHOOL

Name ______________________________
Employee Date

Appointed ______________________________
Director Date

Evaluation
Conference
Satisfactory

____
Director Date

____
Employee Date
See schedule A for contract modifications.

Evaluation
Conference
Satisfactory

____
Director Date

____
Employee Date
See schedule B for contract modifications.

Evaluation
Conference
Satisfactory

____
Director Date

____
Employee Date
See schedule C for contract modifications.

Evaluation
Conference
Satisfactory

____
Director Date

____
Employee Date
See schedule D for contract modifications.